

Teacher's Guide

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Teacher's Guidebook for

Starting
Points in
Language Arts

LEVEL 7

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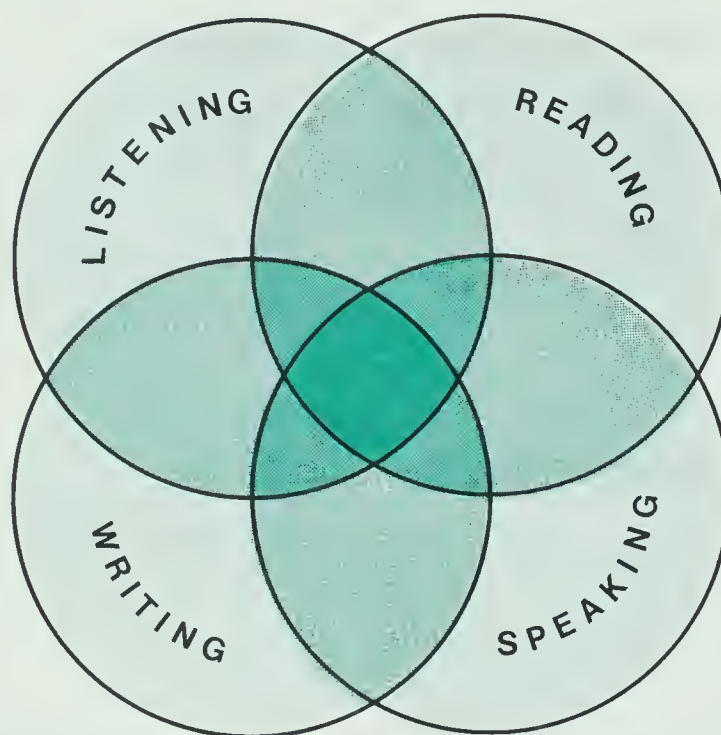
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Starting Points in Language Arts – Basic Assumptions

The *Starting Points in Language Arts Series* is designed for children in the early elementary school grades. It is a total language arts program in which the four facets of language – Listening – Speaking – Reading – Writing – are not isolated entities to be taught separately but are interdependent functions to be taught simultaneously.

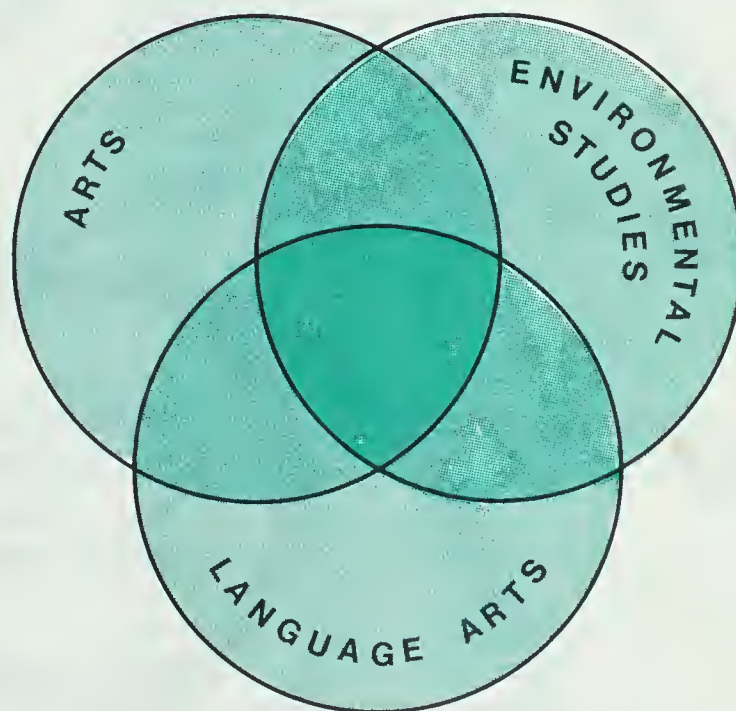


While there is as yet no one theory that explains how learning takes place, research in the past few years has proved that one can make certain assumptions about (1) the ways in which children develop language ability and learn to read, and (2) the relationship that exists between language and reading, and (3) the conditions under which learning more easily takes place.

In planning the content, the organization, the teaching-learning strategies in *Starting Points in Language Arts*, the authors have kept the following assumptions very much in mind:

- that a child thinks only to the extent that he/she can use language and that language is the tool that enables him/her to relate new experiences to what is already known, to come to conclusions about the new experiences, and to modify and extend his/her understandings in the light of the new experiences; in short, it is language that allows the child to make sense of the world around him
- that the child who comes to school has already through concrete experiences and real-life situations acquired the ability to use language, and that the school as far as is possible should provide the same kind of learning environment
- that any definition of reading must recognize that reading begins with graphic symbols but that the process of reading is not only the decoding of the symbol but the reconstruction of meaning—meaning that is not in the print but in the mind of the reader
- that to read with meaning the child not only applies word study skills—“What is this word?” “Does this word sound right?”—but must also apply reasoning skills—“Does this sentence make sense?” “What do I already know about this topic?” “Could this statement be true?”

- that critical reading is an integral part of the reading process rather than a more sophisticated skill to be taught at a higher grade level
- that in reading critically the child applies to the task the facts and ideas he/she already possesses and that the more “input” that can be brought to the understanding of meaning, the easier the reading process will be
- that the child’s input is the result of his/her sensory experiences—what he/she has observed, touched, experimented with, listened to, reacted emotionally to—and the result of his/her language experiences—what he/she has thought about and talked about; and that a language arts program must use and extend the child’s experiential background
- that reading is done for a purpose and that the “output,” the response to what is read, whether it be discussion, drama, writing, research, or more reading, is not enrichment but an integral part of the reading process
- that there is no division between the input to the reading process and the output of the reading process; and that the major elements of language communication—listening, speaking, writing, and reading—are interdependent functions and should be developed simultaneously
- that the understandings a child brings to the reading process and takes from it are not restricted by subject areas and that language arts learning is interdisciplinary in scope



- that a language arts program, because it concerns itself so closely with a child’s thinking, must assume some responsibility for the quality of that thinking and should provide opportunities for the child to determine and clarify personal attitudes and values
- that a child’s learning proceeds from the concrete experience to the abstract concept, from the personal to the impersonal, and that the affective, or emotional, response is as relevant to learning as the cognitive, or intellectual, response
- that children’s needs, abilities, and interests differ, and that there can be no one “system” but only a system that provides alternative learning experiences and is based on a broad range of teaching-learning strategies

Integration in Starting Points in Language Arts

In summary, the *Starting Points in Language Arts Series* integrates:

- the *language arts* by combining listening, speaking, reading, and writing skills in a meaningful learning unit
- the *language arts and other subjects* by relating the language arts to content from the areas of social studies, science, and the arts
- the *learning processes* by demonstrating that the critical thinking skills—hypothesizing, comparing, contrasting, deducing, inferring, predicting, assessing—are interdisciplinary and basic to a variety of learning tasks—whether it be reading a story or investigating the resources of a community

The integrated language arts program in *Starting Points in Language Arts* is organized under the following major strands: Concept Development/Comprehension—Integrative Options—Decoding Skills—Language Development—Writing—Alternative Strategies—



The Umbrella of Integration

CONCEPT DEVELOPMENT/COMPREHENSION



The term *Concept Development* is used only in the first part of the Teacher's Guide for Level One; in the Teacher's Guide for Level Two and for subsequent levels, the corresponding strand is titled *Comprehension*.

From Level Two on, the *Comprehension* strand includes lesson plans under the three headings, "Developing Pupil Inquiry," "Developing Pupil Response," and "Synthesizing." In addition, the *Comprehension* strand includes a skills section titled "Developing Comprehension, Research, and Listening Skills."

If reading is the reconstruction of meaning, then a language arts program must provide for the input and the output that makes reading a meaning process. A child cannot be expected to read with comprehension material for which he/she has little experience or motivation. Similarly, a child cannot be expected to have read with comprehension if after reading he/she is given no opportunity to respond to what was read. If, as has been said earlier, a child reads with understanding in proportion to the input brought to the task, then that child must be given sufficient opportunity to talk about the topic of the reading selection, to share and compare ideas, and to decide what questions he/she would like answered—to set his/her own purposes for reading. If a child is to be expected to view reading as a rewarding experience, then he/she must be given sufficient opportunity to talk about what has been read, to share new ideas, and to decide on the answers to the questions that have been raised—to respond to what has been read.

All of the aspects of the *Concept Development/Comprehension* strand have been designed to achieve the overall objective of having children read with meaning. Some features of this strand are:

Reading Readiness

There is general agreement that certain skills are needed by beginning readers, for example, the ability to match visual forms, to recognize letters, to hear the sounds represented by beginning consonants, to hear rhyme, to match words. A series of these tests can be found in the Pre-reading Check of the *Self Help Activities/Spirit Duplication Masters* for Level One of *Starting Points in Language Arts*.

Just as important, however, to the beginning reader is the knowledge of certain concepts. To better discuss the content of a picture, the beginning reader should know the meaning of the words *left* and *right*. To relate a personal experience, the beginning reader must know words related to sequence—*first*, *next*, *last*. To read a story meaningfully, the beginning reader must be familiar with the commonly used space words such as *over*, *under*, *high*, *low* and with some quantitative words such as *more*, *some*, *all*.

In order that these and other concepts may be reviewed, each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs*, in addition to developing oral language and vocabulary, has been designed to reinforce certain readiness concepts.

Oral Language

The development of oral language is a primary objective during Level One and, indeed, throughout the entire program. Each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs* depicts experiences of interest to beginning readers and is used as a focal point for discussion. The suggested questions in the accompanying lesson plans have been chosen carefully so that children will not talk aimlessly but will:

- develop powers of observation and the skill of “reading” pictures
- learn to listen for different purposes
- develop fluency in expressing ideas, exchanging ideas, responding to others
- practice thinking skills by answering questions that require literal, critical, and creative interpretation

For example, some questions will ask the children to respond *literally*—“What are the people in the picture doing?” “Whom did Pat invite to her party?” Others will require the children to think *critically*—“Are the children in the picture friends?” and to support their answers—“Why do you think so?” A child must *listen* attentively when he/she is asked “Do you agree with what Paul has just said?” “What part do you disagree with?” Children can be helped to develop *fluency* by being encouraged to interact—“Have you a question that you would like to ask Lisa?” “What is your opinion?” Even beginning readers can think *creatively* when they are asked to make judgments in light of their own experience—“Have you ever done that?” “How did you feel about it?” “What would you have done if you had been in the same situation?” “Why do you think as you do?”

In short, a worthwhile discussion will require the children to do orally what they must do when they read—think *critically* and *creatively*.

Developing Pupil Inquiry—Developing Pupil Response—Synthesizing

The reader who is reading for meaning must do more than *identify* the symbols on the page. He/she must go beyond the symbols to *recognize* the meaning conveyed by the writer. The most efficient way for the reader to do this is to read with questions in his/her mind—“Who is Tiger?” “What is happening to Curt?” “What is the surprise?” “Why is Mr. Mugs not happy?” In this way, critical thinking is not a skill that comes into focus only after the story has been read; it is an ongoing skill that is at the heart of the reading process.

Children will read with more purpose if the questions they are attempting to answer are their own. Beginning with the text, *Mr. Mugs—A Jet-Pet*, children are asked to *formulate their own questions for reading*. They do so by locating the title in the Table of Contents, speculating about the title, finding the story in the reader, and studying the opening picture or pictures. The teacher prints each question on the chalkboard beside the child’s name. If children need help in setting their own purposes for reading, the teacher can model questions: “I would like to know what the surprise is.” “How would *you* ask me that question?” After the child’s question is printed on the board, the teacher might continue—“Is there anything else you want to know about the surprise?” “What other questions would you like to ask?” Some children might then suggest “Who has the surprise?” “Who will get the surprise?”

After the questions have been printed on the chalkboard, the children read one page, two pages, or the whole story—depending on their capability—keeping the questions in mind. They then answer their questions and verify the answers by reading aloud the appropriate lines in the story. They can also be encouraged to infer or speculate upon the answers to any questions that cannot be answered in the story text.

Suggested questions and answers for each reading selection are given under the headings “Developing Pupil Inquiry” and “Developing Pupil Response.” Further questions and discussion topics related to the reading selection as a whole are provided under the heading “Synthesizing.”

Literal, Critical, and Creative Comprehension

The suggested questions in the *Concept Development/Comprehension* strand have been planned to ensure that children are given ample opportunity to practice thinking at each level of comprehension—*literal*, *critical*, and *creative*.

In brief, questions categorized as *literal* require children to:

- note or recall details
- note or recall main ideas
- note or recall sequence
- note or recall cause and effect

Questions categorized as *critical* require children to:

- classify
- compare
- discriminate between relevant and irrelevant
- discriminate between true and false
- discriminate between fact and opinion

Questions categorized as *creative* require children to:

- infer from experience
- infer from evidence
- infer feelings
- make judgments
- express opinions
- predict outcomes
- value

Literature

The sections “Developing Pupil Response” and “Synthesizing,” provide ample opportunities for the learning of literary skills. Children are required to:

- compare story ideas or versions
- understand characteristics of fairy tales
- understand characteristics of fables
- identify main and secondary characters
- infer reasons for actions of characters
- describe characters
- recognize sequence of events in a story
- recognize plot in a story
- recognize a problem in a story
- understand figurative language
- appreciate poetry

Environmental Studies: Social Studies and Science

In keeping with the objectives of integrating the language arts with other subjects and of integrating the learning processes, the pupils' texts at each level include selections from the area of social studies and science. Some social studies selections included are a picture story titled "Families," which is the starting point for an examination of various family groupings; a story "Lost—a Dog," which leads to a study of workers in the community; a photo story, "The City Is . . .," which focuses on aspects of urban life. Some examples of science selections are a picture story, "Outdoors," which outlines a field trip during which children collect information about what they observe in the neighborhood; an informational article, "Wonders of the Sky," which requires children to use secondary sources for research.

The lesson plans for the selections categorized as *Environmental Studies* do not follow the "Developing Pupil Inquiry," "Developing Pupil Response," and "Synthesizing" model. Instead each lesson plan has been developed as an *inquiry model* under the following headings:

Starting Point
Question
Collecting Information
Organizing Information
Presenting Information
Evaluating

Some of the skill objectives in these lesson plans are:

Social Skills:	Planning Working independently Working with others
Valuing Skills:	Appreciating own role in relation to others and the community Appreciating role of others in the community Appreciating the environment
Research Skills:	Using primary sources of information Using secondary sources of information Evaluating sources of information Interviewing Recording information Presenting information Evaluating information
Comprehension Skills:	Hypothesizing Classifying Comparing Analyzing Interpreting Generalizing Judging

Developing Comprehension, Research, and Listening Skills

In addition to the comprehension, literature, research, and listening skills that are taught and reinforced in the two types of lesson plan models, the *Comprehension* strand—starting at Level Two—includes a section titled "Developing Comprehension, Research, and Listening Skills." This section provides a systematic program of activities and exercises designed to teach specific skills.



This strand provides activities that enable children to: (1) integrate the language arts and other subject areas by relating the content of the reading selection to the content of other disciplines, and (2) integrate the learning processes by applying language arts skills to interdisciplinary projects.

Some features of the *Integrative Options* strand are:

Physical Education

The development of gross and fine motor skills is essential to learning and many suggestions are made for physical education activities, particularly at Levels One and Two. Also, a child whose confidence has been increased through physical activities is well on the way to developing a positive self image that will be reflected in all aspects of learning.

Some objectives for the physical education activities are: understanding of left and right; awareness of body parts; improvement of powers of concentration; understanding of space relationships.

Manipulative Activities

Children's learning proceeds from concrete personal experience to impersonal analysis. The manipulative activities suggested in this strand — for example, sorting, classifying, making shapes, putting items in sequence — reinforce the concepts taught and reviewed in the *Concept Development/Comprehension* strand.

Sensory Perception

A child's sensory experiences contribute to the conceptual background essential to meaningful reading. Vocabulary related to the senses is built up as children listen to sounds, collect items with different smells, make a touch box, and so forth.

Visual Arts

Activities such as painting, drawing, modeling, allow children to express reactions and feelings, to respond individually to what has been read, discussed, and thought about. The development of personal and creative expression is an important part of language arts learning.

Drama

Drama can be classified as creative or informal drama, which includes movement, mime, and improvisation, and interpretive or formal drama, which includes polished improvisations and plays. In the primary grades, the emphasis is on informal drama.

Music

The music activities suggested in the *Integrative Options* strand have many purposes. Music, like the visual arts, gives children a form of individual response. Children can be encouraged to listen attentively and interpretively to music. The combining of sounds and words and the repetition of sounds and words in songs strengthen fluency. And music is an excellent starting point for miming, role playing, and acting.

Environmental Studies: Social Studies — Science

In addition to the reading selections categorized as Environmental Studies, the *Integrative Options* strand provides starting points for social studies and science projects.

The Environmental Studies: Social Studies selections and the suggested social studies activities in the *Integrative Options* strand for Levels One to Six focus on the community—the school, the local community, housing in the community, workers in the community.

At the same levels, the Environmental Studies: Science selections and the suggested science activities in the *Integrative Options* strand emphasize the growth and development of plant and animal life.

DECODING SKILLS



~~X~~ In *Starting Points in Language Arts* the primary objective is to have children *read with meaning*.

Multi-Strategy Approach

✓ Psycholinguists state that for the skilled reader, reading is a *critical thinking* process. The reader asks a series of mental questions: What does this word mean when it is related to this word? Does this word make sense? What words do I know of that begin with this letter? What does this suffix tell me about that word? What do I know about this topic? Does this sentence make sense? The skilled reader, in fact, uses not one method of word attack but a variety of word attack methods to make predictions about the meaning—predictions that are confirmed, rejected, or amended as the reading act progresses.

A beginning reader is also capable of using a multi-strategy approach to reading; indeed he/she should be taught to do so. For example, a child who is asked to unlock the meaning of the sentence, "The horse raced along the track," and who has never seen the word *horse* in print, might ask questions similar to these: What do I know that races on a track? What words do I know that begin with the letter *h*? Would the words *house*, *hand*, or *hold* make sense in this sentence? Would *horse* make sense? Do horses race on tracks?

✓ In a multi-strategy approach, the reader uses context, phonetic analysis, and structural analysis to decode ideas—rather than isolated words.

The *Decoding Skills* strand in *Starting Points in Language Arts* is designed to teach and encourage all children to adopt a *multi-strategy approach*.

New Words

All new words are first encountered in context. At Level One, the new words are introduced in the discussion related to each of the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. From Level Two on, it is recommended that children not be taught new words prior to the reading of the text selection but that they be given the opportunity to recognize the new words through context.

Word Meaning

It is context that gives the reader the opportunity to apply his personal experience to the unlocking of meaning. It is also context that supplies the reader with the *semantic* and *syntactic* information needed to read with meaning.

The word *run* can be *identified*, but its meaning cannot be *recognized* until the word is seen in context. For example:

He hit a home *run*.

They will *run* fast.

These colors will *run* when they are washed.

Do not let the water *run* over.

It is the *semantic information* in the sentence as a whole that determines the meaning of the word *run* in each of the above sentences. A characteristic of the English language is of course the fact that a considerable number of words have multiple meanings.

Another element essential to understanding the meaning of a sentence in English is *word order*—the grammatical relationship of one word to another. For example,

Curt patted Mr. Mugs.

Mr. Mugs patted Curt.

Mr. Mugs was patted by Curt.

Curt was patted by Mr. Mugs.

In each of these sentences it is the *syntactic information* that the reader needs to tell whether the sentence makes sense.

The first section in the *Decoding Skills* strand is titled "Word Meaning." It is in this section that children learn and practice the use of context. Activities include: using the new words to complete sentences related to the language development charts or reading selections; using the new words to complete sentences unrelated to the language development charts or reading selections; completing original sentences; choosing the right words to complete sentences; choosing the best words to complete sentences and giving reasons for choices; recognizing the meanings of words according to context.

Phonemic Analysis — Structural Analysis — Syllabication

The sections “Phonemic Analysis,” “Structural Analysis,” and “Syllabication” in the *Decoding Skills* strand are designed to teach children phonetic and structural elements.

In summary, the phonemic elements taught at Levels One to Seven include:

- Level One: auditory and visual discrimination of seven initial consonants
- Level Two: auditory and visual discrimination of remaining initial consonants and final consonants
auditory and visual discrimination of digraphs *sh* and *th* (voiceless)
auditory and visual discrimination of short vowels *a* and *o*
- Level Three: auditory and visual discrimination of digraphs *ch*, *wh*, and *th* (voiced)
auditory and visual discrimination of short vowels *e*, *i*, *u*
auditory and visual discrimination of long vowels *a*, *o*, *e*, *i*, *u*
- Level Four: initial consonant clusters *fl*, *sl*, *pl*, *cl*, *bl*, *gl*, *br*, *gr*, *tr*, *cr*, *fr*, *pr*, *dr*, *sm*, *sw*, *sp*, *sn*, *sk*, *sc*, *scr*, *str*; final *ng*, *nt*, *nk*, *nd*, *sk*; vowels—*ee*, *ar*, *or*, *ur*, *ir*, *er*, *ow*, *ou*, *ear*, *all*, *aw*
- Level Five: initial consonant clusters *squ*, *spr*, *thr*, *kn*; final *ft*, *tch*, *ld*, *mp*, *mb*, *lt*, *pt*; vowels—*air*, *are*, *au*, *ea*, *ew*, *oo*, *ue*
- Level Six: glided vowels at the end of words; vowels *i*, *igh*, *ei*, *eigh*, *oy*, *oi*, *ou*, *u*; final consonant cluster *lk*; initial *wr*; initial *gu* and final *gue*
- Level Seven: consonant digraphs *gh*, *ph*, *ch*; vowels *ei*, *ie*, *o*, *y*

In summary, the structural elements taught at Levels One to Seven include:

- Level One: graphemic bases
- Level Two: plurals with *s*; possessive *'s*; verb ending *s*; graphemic bases
- Level Three: verb endings *ed*, *ing*; principles of contractions; graphemic bases
- Level Four: plurals with *es*; dropping final *e* and doubling final consonant before *ed*, *ing*; suffixes *er* (agent), *er*, *est*, *y*, *ly*, *ful*; graphemic bases
- Level Five: changing *y* to *i* before adding *es*, *ed* to verbs, *es* to nouns, and suffixes *er*, *est*, *ly*; dropping final *e* and doubling final consonant with suffixes; suffix *less*; graphemic bases
- Level Six: prefixes *a*, *be*, *de*, *ex*, *re*, *pre*, *dis*, *un*; possessive *s'*; suffixes *tion*, *sion*, *ion*, *ation*, *able*, *ness*; graphemic bases
- Level Seven: changing *f*, *fe* to *v* before adding *es*; prefix *under*; suffixes *ment*, *en*, *ous*, *ible*, *ish*, *ant*, *ent*

In summary, the syllabication attack skills taught at Levels Four to Seven include:

- Level Four: noting number of syllables in words; noting peak sounds in two- and three-syllable words
- Level Five: noting effect of stress on vowels before or after stressed syllable; noting effect of stress on unstressed syllables; dividing words between two different medial consonants
- Level Six: dividing words with medial digraphs; dividing two-syllable words with prefixes and suffixes; dividing words with inflectional endings; dividing three-syllable compound words; dividing words with three medial consonants
- Level Seven: dividing multi-syllabic words; dividing words with adjacent pronounced vowels; dividing words with single-vowel syllables

Spelling

A spelling section begins in Level Two with the introduction of unglided (short) vowels. The spelling program presents words in three categories. In the early levels, emphasis is placed on the spelling of words formed on the graphemic bases taught in the "Structural Analysis" section. Words presented as "useful words" are those commonly found in basic word lists and words frequently used by children in writing. A third category of "spelling words" includes selected interest words from the reading selection.

LANGUAGE DEVELOPMENT



The development of oral and written language is a primary objective of *Starting Points in Language Arts* and, as such, features in the *Concept Development/Comprehension* and *Writing* strands.¹ The objectives of the *Language Development* strand concentrate on (1) the mechanics of oral and written language, (2) sentence structure and usage.

Mechanics of Oral and Written Language

Punctuation skills taught in Levels One to Seven include capitalization; the use of the period, question mark, exclamation mark, the dash; uses of the comma; the use of the apostrophe in possessive forms and in contractions; and the use of quotation marks and tag phrases.

Sentence Structure and Usage

At Levels One to Seven, emphasis is placed on developing an understanding of the sentence. A section titled "Sentence Awareness" at Levels One to Seven suggests activities requiring children to discriminate between finished and unfinished sentences; complete sentences and questions; make up sentences, combine sentences, substitute words in

sentences, transform sentences, add phrases to sentences, and so forth. At the same time, children begin to acquire a knowledge of the forms and functions of parts of speech—pronouns, nouns, verbs, adjectives, and adverbs. Usage items emphasize irregular verb forms.

At Level Six, elements of “Sentence Awareness” are more intensively developed in a section titled “Sentence Building,” in which children expand fragments into sentences; complete sentences using pronouns, nouns, verbs, adjectives, adverbs, and irregular verbs; and combine sentences with a variety of connectives to form compound and complex sentences.

At Level Seven, children continue to recognize and use the various parts of speech, but are also required to produce original sentences using nouns, verbs, adjectives, and adverbs. Further connectives are introduced as children practice combining sentences.

WRITING



Writing for children in the elementary grades is both a means of self-expression and a means of communication. If language is thinking, then writing—like talking—is another way in which children think about new experiences, relate them to what they already know, modify and extend their understandings, and make sense of the world around them. And because a child rarely writes about a topic that he/she has not talked about or read about, an effective writing program must be based on a strong program in oral expression, reading, and listening. Writing will be more readily viewed as a means of communication if the child is given a purpose for writing. If writing is to be read by others, then children more quickly appreciate the need for correct spelling, appropriate punctuation, and clear sentence structure.

In the early levels of *Starting Points in Language Arts*, the overall objectives of (1) writing as a means of self-expression, (2) writing as a means of communication, and (3) writing using appropriate punctuation and sentence structure are achieved through a core program and a personalized program.

A Core and Personalized Program

The *Writing* strand in *Starting Points in Language Arts* has been designed to give the teacher and the students both a core group program and a personalized, or individualized, program.

	Core Group Program	Personalized
Level One	Building sentences with word tickets for new words in Level One Printing letters	Dictating stories for <i>Writing My Own Reader</i>
Level Two	Making vocabulary charts Printing words, sentences	Building stories from <i>Writing My Own Reader</i> Entering vocabulary in <i>My First Dictionary</i> Creative writing
Level Three	Making vocabulary charts Printing sentences Printing run-over sentences	Entering vocabulary in <i>My First Dictionary</i> Creative writing Writing a Personal Journal
Level Four	Making vocabulary charts Printing in reduced size Directed writing	Entering vocabulary in Personal Word Books Creative writing Writing a Personal Journal
Level Five	Making vocabulary charts Directed writing	Creative writing Writing a Personal Journal
Level Six	Making vocabulary charts Cursive writing of lower-case letters Directed writing	Creative writing Writing a Personal Journal
Level Seven	Making vocabulary charts Cursive writing of upper-case letters Directed writing	Creative writing Writing a Personal Journal

Initial Writing at Level One

Although most children beginning Level One are not yet able to write on their own, there are important reasons for the implementation of an initial writing program. First a writing program that enables children to contribute to experience charts and to dictate individual stories makes meaningful use of the language resources a child brings to school. Second, one of the most powerful concepts the beginning reader acquires is the knowledge that reading is “talk written down.” Third, writing reinforces the reading skills by giving children opportunities to use the vocabulary they have acquired. And, fourth, children are made aware immediately of the relationships that exist between speaking, listening, reading, and writing.

Dictated Stories — Children contribute to chalkboard experience charts based on experiences and activities related to the language development charts in the *Initial Reading Charts* or *Mr. Mugs*. Also at Level One each child dictates a minimum of five stories—and preferably ten—to the teacher, who, in turn prints the story in the child’s *Writing My Own Reader* booklet. The teacher then “reads” the dictated story with the child and repeats the reading as often as possible.

Building Words and Sentences — In addition to the dictation of chalkboard and individual stories, the *Initial Writing* strand in Level One includes a developmental program in sentence building. As the new words are introduced for each language development chart in the *Initial Reading Charts* or *Mr. Mugs*, children are given corresponding letter tickets and word cards, punctuation cards, and rebus cards, which they use to build words and sentences. As children manipulate the word cards to build a variety of sentences, they develop an understanding of left-right progression, capitalization, punctuation, and the structure of a sentence.

Printing — A developmental printing program is introduced in Lesson 7 of Level One. The teacher’s guide gives detailed instructions for the teaching of the printing of lower and upper case letters. Practice pages for pupil use are contained in the *Self-Help Activities/Spirit Duplication Masters* for Level One.

Writing at Levels Two, Three, Four, and Five

The Writing strand at Levels Two and Three is developed under the headings, “Developing Readiness for Creative Writing” and “Printing.” Partway through Level Four, “Printing” becomes “Printing and Directed Writing” and is continued in Level Five.

As part of “Developing Readiness for Creative Writing,” the development and use of a *My First Dictionary* booklet and cooperative vocabulary charts are begun in Level Two. Composing personally in response to a suggested activity is also begun here. Starting in Level Three, children are encouraged to keep a journal of their own experiences.

In “Printing” in Level Two, children learn to print words and sentences. In Level Three, they print run-over sentences, complete sentences, print answers to questions, and print original sentences. At the same time, they are learning to write stories by selecting words and phrases to complete stories and by answering questions to create stories.

Writing at Levels Four and Five

At Levels Four and Five, the development of vocabulary charts as a starting point for personal writing is continued under the heading of “Developing Readiness for Creative Writing.”

Partway through Level Four, “Printing” becomes “Printing and Directed Writing” and is continued in Level Five.

In “Printing and Directed Writing,” the children learn to write stories by selecting words and phrases to complete stories, by answering questions to create stories, by writing story beginnings and endings, and by composing comic-strip and co-operative stories. They also write poetry such as sound poems, sensory poems, and nonsense poems using simple models.

The reduced printing of letters and sentences is introduced in Level Four.

Writing at Levels Six and Seven

The Writing strand at Levels Six and Seven is developed under the headings, “Handwriting,” “Directed Writing,” and “Creative Writing.”

In “Directed Writing,” the children further develop their writing skills by composing direct speech, descriptions of characters, directions, captions, diary entries, letters, tall tales, mystery stories, adventure stories, news stories, and poems. In Level Seven, children are taught the form of a paragraph and are required to write paragraphs on given topics and to compose topic sentences.

Cursive handwriting is introduced in Level Six with model letters, words, and phrases in the lower case. Upper case letters are taught in Level Seven.

ALTERNATIVE STRATEGIES



This strand contains suggestions for the activities designed to re-teach, reinforce, or review skills already introduced in the *Decoding* strand, for example, auditory and visual discrimination of beginning consonants, rhyming, and word recognition. To increase their motivational value, many of the activities are presented as games.

While the teacher will need to introduce the activities, most students will be able to use them in small groups without difficulty.

The activities in this strand will be of benefit to children who are experiencing difficulty with a particular skill. With these pupils, the teacher should use the activities as a teaching tool. For the average students, the activities will provide additional reinforcement. Superior pupils will enjoy reviewing a skill in a new context.

STARTING POINTS IN LANGUAGE ARTS—PROGRAM MATERIALS

LEVEL ONE TEXT MATERIALS			LEVEL ONE NON-TEXT MATERIALS	
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials	Supplementary Materials
Mr. Mugs OR Initial Reading Charts	Guidebook for Level 1	Mr. Mugs Book, Level 1 Spirit Duplication Masters Level 1 OR Self-Help Activities, Level 1	Package of 30 —word tickets —My First Dictionary	—Mr. Mugs Stuffed dog —Hand Puppets of Mr. Mugs —Mr. Mugs Badges —Mr. Mugs Dog Tags
Mr. Mugs—A Jet-Pet				
LEVEL TWO TEXT MATERIALS			LEVEL TWO NON-TEXT MATERIALS	
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials	Supplementary Materials
Mr. Mugs Plays Ball	Guidebook for Level 2	Mr. Mugs Book, Level 2 Spirit Duplication Masters Level 2 OR Self-Help Activities, Level 2	(same as above)	(same as above)
Mr. Mugs and the Blue Whale				
LEVEL THREE TEXT MATERIALS			LEVEL THREE NON-TEXT MATERIALS	
Student Texts	Teacher's Guidebook	Student Activity Books	Beginning Writing Program Materials	Supplementary Materials
First Prize for Mr. Mugs	Guidebook for Level 3	Mr. Mugs Book, Level 3 Spirit Duplication Masters Level 3 OR Self-Help Activities, Level 3	(same as above)	(same as above)
Mr. Mugs Is Lost				

LEVEL FOUR TEXT MATERIALS				LEVEL SIX TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books		Student Texts	Teacher's Guidebook	Student Activity Books	
Sharing Time		Mr. Mugs Book, Level 4		Mr. Mugs is Kidnapped			
Happy Days for Mr. Mugs	Guidebook for Level 4	Spirit Duplication Masters Level 4 OR Self-Help Activities, Level 4		It's Saturday	Guidebook for Level 6	Mr. Mugs Book, Level 6 Spirit Duplication Masters Level 6	
In a Dark Wood				Feather or Fur		OR Self-Help Activities, Level 6	
LEVEL FIVE TEXT MATERIALS				LEVEL SEVEN TEXT MATERIALS			
Student Texts	Teacher's Guidebook	Student Activity Books		Student Texts	Teacher's Guidebook	Student Activity Books	
Mr. Mugs at School		Mr. Mugs Book, Level 5		Just Beyond		Mr. Mugs Book, Level 7	
In the Rain	Guidebook for Level 5	Spirit Duplication Masters Level 5 OR Self-Help Activities Level 5		What If?	Guidebook for Level 7	Spirit Duplication Masters Level 7	
Mr. Mugs to the Rescue				The Secret Life of Mr. Mugs		OR Self-Help Activities, Level 7	

Learning Centers — An Alternative

Traditionally, the organizational pattern and the instructional methodology of the classroom has been teacher-directed. Currently, there is interest in providing alternatives to the teacher-directed instructional methodology. A *learning-center approach* may be an alternative that can provide an environment that not only stimulates new learning but also effects an integration of language arts content with other subjects and an integration of learning processes.

Learning centers or activity centers may be described as vehicles for providing self-directed learning experiences. The degree of teacher direction required within a center will depend on (1) the degree to which pupils are able to work independently, (2) the level of skill necessary in relation to a particular type of center, (3) the ability of the children to function as a group in the performance of a group task, (4) the materials available, and (5) the interest of the children.

While centers may have different names, the value of a center is related to its *purpose*. The teacher who wishes to provide an alternative learning environment must be ready to establish specific objectives for each center, and to ensure that the objectives are implemented in the suggested activities for each center. A learning-center approach requires that the major part of the teacher's planning be done before the children begin to work at the centers.

Learning Centers in Starting Points in Language Arts

A learning center approach can be used with any subject area. If centers are established in conjunction with the *Starting Points in Language Arts Series*, it is recommended that teachers study the *Integrative Options* strand. It has been suggested that some activities be done at centers; certainly many other suggested activities would lend themselves to such an approach.

The following types of centers would be appropriate for teachers using the *Starting Points in Language Arts Series*. The materials needed for these centers would vary according to specific objectives; not all materials would be needed in a center at one time.

<i>Type of Center</i>	<i>Materials Needed</i>
Dramatic Play	old clothes; hats; purses; shoes; mirror; different kinds of puppets; puppet stage
Arts	paints; brushes; modeling materials; cut-and-paste materials; different kinds of paper; scraps of materials; newspapers; magazines; toothpicks; popsickle sticks; sponges; string; ribbon; cardboard cylinders
Manipulative Materials	games; puzzles; building blocks; beads; buttons; shapes; any items suitable for classifying
Library	books; magazines; slides; viewer; rocking chair
Mathematics	sorting items — pegs, macaroni, lids, screws, spools, corks, beads, nails, blocks, peg boards and pegs; flannel board and objects; attribute blocks; shape puzzles; materials for measuring — string, ribbon, tape
Sand or Water	containers of all shapes and sizes; funnels; strainers
Sensory	items related to touch — materials, bark, stones; items related to smell and taste — spices, foods, fruits
Interest	an interest center may be set up to capitalize on a topic that is of concern to the class or to a group at a particular time

Physical Structure of Centers

An activity center does not have to be elaborate in its physical structure. A few desks pushed together may represent a Writing Center for one part of the day and a Mathematics Center at another time. Two or three painting easels may be the Art Center; in another classroom the Art Center may be a corner of the classroom covered with newspapers. A shelf or a table may be all that is needed for an Interest Center. The physical structure should be such that it is possible to make changes easily.

Lesson Plans

COMPREHENSION

Using the table of contents
 Discussing the Chinook
 Recalling details; verifying answers
 Using maps
 Drawing inferences
 Recalling Indian legends and myths
 Listing characteristics of Indian legends and myths
 Formulating questions
 Reading interpretively
 Identifying problem and its solution
 Expressing opinions
 Valuing
 Predicting
 Looking at non-fiction library cards
 Recognizing and identifying the main idea
 Recognizing and identifying cause-and-effect relationships

INTEGRATIVE OPTIONS

Physical Education — playing games
 Indians developed
 Music — singing Indian songs
 Visual Arts — making Indian crafts
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
 Recognizing and identifying phoneme-grapheme correspondences /û/oo, /û/u, /û/oo, /û/ou, /û/ew, /û/ue, /u/ou
 *Recognizing and identifying phoneme-grapheme correspondence /u/o
 Recognizing and identifying verb forms with *s, es, ed, ing*
 Recognizing and identifying suffixes
 *Recognizing and identifying the suffix *ment*
 Noting the number of syllables; stressed syllables; unstressed syllables
 Dividing words into syllables; applying syllabication to decoding
 Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — paragraphs; noting indentations — uses of capitalization — use of parentheses — words denoting sequence
 Discriminating between finished and unfinished sentences and questions; completing sentences and questions using a variety of words (listening and reading)
 Producing, recognizing, and identifying complex sentence patterns using the connectives *for, as, when, and while*
 Using, recognizing, and identifying present tenses *is* and *are*
 Producing, recognizing, and identifying alphabetic sequence
 Using personal dictionaries

WRITING

Learning to write the letter O
 Discussing myths and legends; suggesting story titles; beginning legends and myths
 Developing origin story cooperatively
 Applying comprehension, decoding, language and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /û/oo, /û/u, /û/oo, /û/ou, /û/ue, /û/ew, /u/ou, /u/o
 Recognizing and identifying verb forms with *s, es, ed, ing*

Literary Appreciation**

Relating picture and story
 Recalling Indian legends and myths
 Listing characteristics of Indian legends and myths
 Interpreting emotions of characters and drama of situation
 Identifying problem in story and its solution
 Valuing the story

Listening**

Listening attentively in discussions
 Listening to interpretive reading
 Listening to identify words required in context
 Listening to identify phoneme-grapheme correspondences /û/oo, /û/u, /û/oo, /û/ou, /û/ew, /û/ue, /u/ou, /u/o
 Listening to note number of syllables heard in words
 Listening to note stressed syllables in words
 Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Discussing the Chinook
Recalling details; verifying answers
Using maps
Drawing inferences
Recalling Indian legends and myths
Listing characteristics of Indian legends and myths
Formulating questions
Reading interpretively
Identifying the problem and its solution
Expressing opinions
Valuing
Predicting
Looking at nonfiction library cards
Recognizing and identifying the main idea
Recognizing and identifying cause-and-effect relationships

Developing Pupil Inquiry

*Using the table
of contents*

Have the children turn to the table of contents and find the title of the first story in the book. Ask a volunteer from the group to read the title. Be sure that the children learn to pronounce correctly the word *Chinook* (chə nūk' or shi nūk').

*Discussing the
Chinook*

"Do you know what a Chinook is?" Let the children discuss their ideas. Then have them turn to page 6 in the text and listen as you read the introductory paragraph on the story.

Recalling details

"Were you right about the Chinook? Where do Chinook winds happen?" Have the children locate this area on a map of Canada. "What does the Chinook do? When does the Chinook wind come?"

Using maps

Recalling details

Drawing inferences

"Look at the pictures to see if you can find out what kind of story this is." Have the children recall and discuss the other Indian legend they read in this program, "Nanabush and the Skunk," Level 5. If necessary, read this tale to the children to refresh their memories. Have them discuss and list some of the characteristics of Indian legends and myths: animals are featured; the animals speak; spirits often appear; things in nature are explained. Further details on the myths contained in this story are given in the Writing strand of this lesson.

*Recalling Indian
legends and myths*

*Listing
characteristics
of Indian legends
and myths*

*Formulating
questions*

"Is there something you would like to know about this story? What questions would you like to ask?" When someone volunteers a question, write it on the chalkboard or on a sheet of newsprint.

Note: It is suggested that the teacher use cursive writing for any chalkboard or newsprint work, integrating written capitals as they are introduced to the pupils. Capital letters might be printed if they have not been introduced to the pupils.

If the pupils don't ask any questions, model the questions for them. You might say, "I would like to know why the bear stole the Chinook. How would *you* ask me that question?"

When a child has asked the question, write it on the chalkboard.

"What else would you like to know about the story?"

The completed question box might be somewhat as follows:

Why did the bear steal the Chinook?

Do the animals free the Chinook at the end of the story?

What things in nature does this story explain?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

Reading
Recalling details;
verifying answers

Have the children read the story silently. Then refer the group to the first question in the question box. "Why did the bear steal the Chinook?" Have the children give the answer in their own words. Then ask the pupils to read the lines of the story that answer the question.

After the first question has been answered and verified, have a pupil check it off.

Continue in the same manner until all the questions in the box have been discussed and, if applicable, verified in the text or illustrations.

Reading
interpretively

After the discussion, allow the pupils to prepare parts of the story orally. Discuss briefly with them how they might interpret the emotions of the characters and the drama of the situations through the expressions in their voices. Give the pupils time to practice their interpretations of different passages before presenting them to other members of the group.

Synthesizing

Discuss the following questions with the children to help them understand the story as a whole and to develop the story further. Encourage them to give reasons for the answers they suggest. You may find that some of the questions were put forth and sufficiently answered during the course of the reading and discussing. For this reason, you may wish to make a selection from the questions given.

1. "What was the problem in this story? How was the problem solved?"
2. "Why were the Indians so anxious for the Chinook to come? Does the Chinook wind come where you live? If not, do you wish it would? Why? Why not?"
3. "Why did the animals help the boy find and free the Chinook? Each animal played its part in the rescue of the Chinook. How did each one help? How did the boy help?"
4. "Which character in this story showed the most heroism? Tell why you think as you do."
5. "How did the Indians in the camp treat the boy at the beginning of the story? Why? How do you think their behavior changed after his adventure? Why?"
6. "What did you think of the bear's behavior in the story?"
7. "What lessons does this story teach?"
8. "Did you like this story? Why or why not?"

Developing Comprehension, Research, and Listening Skills

Looking at non-
fiction library
cards

Library Skills. On pieces of newsprint make up copies of the author, title, and subject cards for a book about bears. Have the children look at these cards, note the information given on them, and how the information is arranged on the different cards.

Point out to the children the call number at the side of each card. Have them determine the origin of the call letters—the first three letters of the author's last name.

Take the children to the nonfiction section of the library and let them look at the book spines. "What do you see on the spine of each book? How does the catalogue card tell you how to find the book on the shelves?" Have the children note that the numbers on the shelves are sequential. Prepare a list of other books giving title, author, and call number and have the children find these books on the shelves.

Have the children locate the subject cards in the catalogue for a number of topics such as, cats, fish, poetry, automobiles, farming, or trees. They are to write the authors, titles, and call numbers of three books for each topic on a slip of paper, and then find these books on the shelves.

Recognizing and
identifying the
main idea

Literal Comprehension. Write the following exercise on the chalkboard or duplicate copies to distribute to the children. Ask the children to read each paragraph and the three suggested titles following it. Remind the pupils that in this case the main idea of each paragraph is not stated and that they must think about and decide what the main idea is. Then they are to choose the title that best suits each paragraph and underline it.

Black bears spend most of the winter sleeping. They live off the fat in their bodies while they sleep. They sleep in a warm safe place called a *den*. (Fat Black Bears, Black Bears in Winter, Fun in Winter)

Black bear cubs are born in late winter. Their eyes are closed when they are born and they are very small. Most mother bears have two cubs at a time. (Sleepy Cubs, Bear Cubs in Summer, Black Bear Cubs)

Have the children read the paragraph below and make up a title for it.

Alaskan brown bears eat fish they catch in rivers. They also eat roots, berries, eggs, and insects. Sometimes they even eat grass.

*Recognizing
and identifying
cause-and-effect
relationships*

Critical Comprehension. Write the exercise below on the chalkboard or duplicate copies of it to distribute to the pupils. In the first group of sentences, ask the children to read each sentence and identify the part of the sentence that tells “what happened” and identify and underline the part of the sentence that tells “why it happened.”

In the second group of sentences, ask the children to fill in the part of the sentences that tells “why it happened.”

1. Because the snow made it hard to get wood for the fires, the Indians were cold in their lodges.

2. The people were very hungry for the hunters could find no game.

3. Since the boy’s tepee was old and tattered and his clothing ragged, he suffered more than the others did.

4. The Chinook did not come because the bear kept it in his lodge.

1. The boy and his animal friends knew when they were near the bear’s den (because they heard him snarling).

2. The bear did not notice A-pau the weasel peeking into his tent (because he thought his white fur was just a bit of snow).

3. The boy made medicine smoke and blew it into the bear’s lodge (because it would make the bear sleepy).

4. Prairie chickens have spots to this day (because mud splashed on the chicken’s feathers when the Chinook melted the snow).

5. The people were happy when the Chinook came (because it made the land warm).

INTEGRATIVE OPTIONS

*Physical
Education*

Playing Games the Indians Developed. Discuss with the children the various ways in which our present culture has been enriched by contributions from the native Canadians — food, song, dance, sports, crafts, our knowledge of nature and wildlife, and so on. Direct their attention to those areas in particular which are developed in the following activities of the Integrative Options strand.

The activities below may be adapted for use as “reading or listening to follow directions” activities. You might duplicate and distribute instructions for the pupils to read and follow, or read the instructions slowly to the pupils two or three times before they attempt to play the particular game.

Ball Race: In the schoolyard establish a circular course; for example, around the bases of a baseball diamond, around the school, or around two stationary objects, such as trees, set a distance apart.

Divide the group into two teams. Each member of a team must kick a ball around the course, and then pass it on the next teammate in line. The ball must be touched only by the feet during the race. The first team to complete its rounds is the winner.

Hoop and Pole: The Indians had many variations of a game involving a rolling hoop and a pole. Strings were usually tied across the hoop dividing it into sections. The hoop was rolled and the players threw their poles or sticks at it. The idea of the game was to make the hoop fall over by piercing it with the pole. Sections of the hoop were designated as having high and low values.

The children could tie colored strings across hoola hoops and improvise their own games using these and long sticks.

Ring and Pin: A cardboard ring, a short stick or pencil, and string are used to make the equipment for this game. Tie the string onto the stick and the ring and hold the stick in one hand. The object of the game is to swing up the ring and catch it on the stick. Let the children experiment to see what ring size and string length make for a challenging yet enjoyable game. They could make up their own rules for contests with these toys.

Music

Singing Indian Songs. The children will enjoy learning to sing the following Indian songs.

“Sioux Lullaby” and “Iroquois Lullaby” are found in *Canadian Folk Songs for the Young*, Barbara Cass-Beggs, J.J. Douglas Ltd. Vancouver, B.C.

Let the children sing both the Indian and the English versions. Some of the children may wish to accompany the songs with a quiet drum beat to help keep the rhythm.

Visual Arts

Making Indian Crafts. Have the children go to the library and find books of Indian crafts. Let them follow the pictures and directions given to make items of their choice. Projects could include making model tepees, sewing moccasins of cloth, weaving, or making beaded headbands and belts. Give the children any help they need in reading and understanding the instructions in the books and in completing their projects.

Book Center

Albrechtsen, Lis. *Tepee and Moccasin. Indian Craft For Young People*. Van Nostrand Reinhold.

Bruchac, Joseph. *Stone Giant and Flying Heads; Adventure Stories from the Iroquois*. Crossing Press.

A collection of traditional Iroquois adventure tales.

D'Amato, Janet and Alex. *Indian Crafts*. The Lion Press.

Fraser, Francis. *The Wind Along the River*. Macmillan of Canada.

A collection of Canadian Indian legends.

Johnston, Patronella. *Tales of Nokomis*. Charles J. Musson Ltd. Toronto.

A collection of legends.

Jones, Hettie. *Longhouse Winter*. Holt, Rinehart and Winston.

Four tales of the Iroquois, showing their customs and values.

Film Center

How Glooskap Found the Sun. 1231205, Edu-Media Cassette.

Raccoon Story: A Menomini Indian Folktale. 9 mins. Marlin.

Why the Sun and the Moon Live in the Sky. 11 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context clues

Recognizing and identifying new words, using definition clues

Recognizing and identifying word relationships using new words

Observing special words

Recognizing and identifying the phoneme-grapheme correspondences /û/oo, /û/u, /ü/oo, /ü/ou, /ü/ew, /ü/ue, /u/ou

* Recognizing and identifying the phoneme-grapheme correspondence /u/o

Recognizing and identifying verb forms with s, es, ed, ing

Recognizing and identifying suffixes

* Recognizing and identifying the suffix ment

Recognizing and identifying words, using graphemic bases

Noting the number of syllables heard in words

Noting stressed syllables; vowel sounds in unstressed syllables

Dividing words into syllables; applying syllabication to decoding
Observing the spelling of useful words
Observing the spelling of spelling words
Spelling words in dictated sentences

* *Introduction to a new element*

Materials Needed

A set of cards numbered 1-5 for each pupil
A set of cards numbered 1-6 for each pupil
Lined worksheets for phonemic analysis, structural analysis and spelling exercises
A set of cards numbered 1-10 for each pupil
Spelling notebooks

Word Meaning

New Words: *Chinook, Indians, shivered, lodges, tepee, A-pe'si, coyote, Se-pe'tse, Ma-mi'-as-sik-ami, magpie, A-pau, weasel, stolen, medicine smoke, fiercely, firestick, attention, seized, Ne-sa, prairie chicken*

Decodable Words: *bitter, ragged, untie*

Enrichment Words: *game, tattered, recapture*

*Recognizing
and identifying
new words, using
context clues*

Write the following words and sentences on the board. Give each pupil a set of cards numbered 1-5.

1. shivering
2. stolen
3. fiercely
4. attention
5. seized

- a. The angry lion roared ____.
- b. I was so cold I couldn't stop ____.
- c. Thieves had ____ all the apples in the orchard.
- d. Mr. Mugs ____ the ball and ran off with it.
- e. If you pay ____ in class, you'll learn more easily.

Have the pupils read each sentence softly to themselves and decide which word on the board belongs in the blank. Ask them to hold up the card with the number of the word on it. When a word has been selected, write it in the blank. Have the completed sentence read aloud by a pupil, as the others listen to be sure the word makes sense in the sentence.

Each time, discuss with the pupils the words in the sentence that helped them decide what the missing word should be.

In sentence *a*, we associate both anger and lions with fierceness.

In sentence *b*, we know by experience that we shiver when we are cold.

In sentence *c*, we know, from experience or hearsay, that thieves steal things.

In sentence *d*, if Mr. Mugs ran off with the ball he must have seized it.

In sentence *e*, "pay attention" is a familiar command.

Write the following words on the board. Give each pupil a set of cards numbered 1-6.

1. Chinook
2. Indians
3. lodges
4. tepee
5. medicine smoke
6. firestick

*Recognizing
and identifying
new words, using
definition clues*

Read each definition below. Ask the pupils to decide which word is being defined and hold up the card with the number of the word on it.

an Indian tent
 a warm wind that sometimes blows in winter in Alberta and Saskatchewan
 a piece of firewood
 the people who first lived in Canada
 smoke from a pipe that can work magic
 Indian homes

Recognizing and
 identifying word
 relationships using
 new words

Write on the board:

apple peach pear plum orange

Have the words read and ask the pupils what is the same about all the words. Lead them to see that the words are all the names of fruit.

Repeat with *peas, beets, potatoes, beans, carrots* (all vegetables) and *green, red, blue, purple, yellow* (all colors).

Now write on the board:

ocean lake river field pool

Ask the pupils to find the word that does not belong in the group. Elicit that *field* does not belong, because all the others name bodies of water.

Follow the same procedure with the following:

1. coyote weasel seized wolf fox
2. magpie chickadee prairie chicken bluejay tepee
3. firestick lodge tent tepee house
4. fierce happy snow gentle angry

Observing
 special words

The purpose of this activity is to point out unexpected aspects of words that do not follow rules of spelling and pronunciation presented to the pupils at this point in the program. It is hoped that this special attention will help the pupils to recognize the words when they meet them again. It is not intended to be an exhaustive analysis. Merely write each word on the board, pronounce it, point out its peculiarities, and have the pupils pronounce it.

Chinook — the *ch* representing the /sh/ sound — the *oo* representing the sound heard in *book* in the stressed second syllable; *tepee* — the single *e* in the first syllable and the double *e* in the second, standing for the glided (long) /ē/ sound; *coyote* — the *oy* standing for the glided (long) /ī/ sound — the stressed medial *o* standing for the glided (long) /ō/ sound — the pronounced final *e*.

Phonemic Analysis

Write the following words on the board:

book bush shoot soup blew true country

Have the words pronounced and the letters that stand for the vowel sound in each one identified.

Place these words on the board:

swoop	woolen	put	Chinook	chew	young
blue	group	flew	couple	you	knew
sugar	touch	wood	choose	push	groom

Distribute lined sheets of paper to the pupils. Have them write *book, bush, shoot, and country* on the worksheets as headings. Ask them to read each word on the board to themselves and think of the vowel sound. Stress that they are just to *think* what the vowel sound is, not say it. They are then to write the word on the worksheet under the heading that has the same vowel sound, no matter what the spelling may be. When everyone has finished, call upon individuals to read their lists of words, as the others listen to check their own lists. Then have some of the words used in oral sentences.

Write *dog* and *bone* on the board. Have the vowel sound identified in each one and the letter or letters that stand for the sound named. Explain that the glided (long) and unglided (short) /o/ sounds are the most common sounds *o* stands for.

Recognizing and
 identifying
 correspondences
 /û/oo, /û/u, /ü/oo,
 ü/ou, /ü/ew, /ü/ue, /u/ou

Recognizing and
 identifying the
 correspondence
 /u/o

Tell the pupils that there is another sound that *o* often stands for. Write *some, come, from,* and *mother* on the board. Have these words pronounced and the vowel sound in each one identified as unglided (short) /u/ as in *cup*. Note that in these words the unglided (short) /u/ sound is represented by *o*.

Suggest to the pupils that when confronted in reading by an unfamiliar word in which *o* appears, they should first try the unglided /o/ sound, then the glided /ō/, and then the unglided /u/ sound, to see if one of these sounds results in a word they know or have heard.

Sketch the picture of a dog, a bone, and a cup on the board. On another part of the board write the following words:

color	note	brother	nothing	frog	money
shop	most	smoke	lodge	alone	clock

Call upon pupils to pronounce each word in the word list and tell under which picture heading the word belongs, according to its vowel sound, or the vowel sound in the stressed syllable. Write the word under the designated heading each time.

When all the words have been pronounced and allocated, ask pupils to read the words under each heading, to make sure that *o* stands for the same vowel sound as is heard in the name of the picture heading.

Structural Analysis

*Recognizing and
identifying
verb forms
with s, es, ed, ing*

Give each pupil a lined sheet of paper. Write the following root words on the board:

1. shiver
2. live
3. smoke
4. drag
5. carry
6. interrupt
7. try
8. catch

Read each sentence below, emphasizing the underlined verb. Have the pupils decide which ending — *s, es, ed, or ing* — is needed to make the verb fit the sentence. When the ending has been decided upon, read the sentence again, using the selected form of the verb, as the pupils listen to be sure their choice was correct. Then have the pupils write that form of the verb on their worksheets. Remind the pupils that verbs ending in *y* will change to *i* when adding *es* or *ed*, that verbs ending in *e* will have the *e* dropped when adding *ed* or *ing*, and that verbs ending with a consonant will often have the consonant doubled before adding *ed* or *ing*.

1. They sat in their cold lodges and shiver.
2. There was a great bear live in the mountains.
3. The boy smoke until the bear fell asleep.
4. The coyote drag the bag out of the bear's lodge.
5. The coyote carry the bag in his teeth.
6. The prairie chicken interrupt the discussion.
7. The prairie chicken was try to open the bag.
8. Sometimes a bear catch fish for food.

*Recognizing
and identifying
suffixes*

Duplicate the following list of words and distribute copies to the pupils. Ask the children to read each word and draw a line under the suffix.

fiercely	valuable	restless	comfortable
tighter	discussion	happily	attention
freshness	funny	finest	powerful
fearless	driver	rocky	business

When the pupils have finished the exercise, call upon individuals to use some of the words orally in sentences.

If preferred, the words may be written on the board and the suffixes may be identified by spelling.

Write the following sentence on the board:

The warm winds brought enjoyment to everyone.

Read the sentence to the pupils and call attention to the underlined word *enjoyment*. Ask the pupils if they can find a smaller word they know in this word. When *enjoy* has been identified, draw a box around the suffix *ment*. Explain that *ment* is a suffix which appears at the end of many words.

Write on the board *improvement, equipment, apartment, excitement, and movement*. Have pupils underline the suffix at the end of each word.

Write the following words and sentences on the board. Give each pupil a set of cards numbered 1-6.

- | | |
|----------------|--|
| 1. apartment | The Chinook made a great _____ in the weather. |
| 2. improvement | The car skidded on the wet _____. |
| 3. movement | The children were full of _____ about the party. |
| 4. pavement | There's a new high-rise _____ on our street. |
| 5. equipment | The girls carried their camping _____ in packs on their backs. |
| 6. excitement | The _____ of the toy doll was stiff and jerky. |

First have pupils come to the board, underline the suffix in each word, and pronounce the root word. Then have each sentence read. Ask the pupils to decide which word belongs in the sentence and hold up the card with the number of that word on it. Write the word in the blank and have the completed sentence read aloud, to be sure the selected word makes sense in it.

Finally, have the words pronounced again, as the pupils listen for the number of syllables heard in each one. Call attention to the fact that *ment* is a separate syllable in all the words.

Write the following key words on the board and have them read: *felt, crumble, wrinkle, edge, bear, able, oar, train, joke, make, oil, tail, swift, boat, boy, shoot*.

Place these sentences on the board:

1. The poor boy dwelt in a humble tepee.
2. Little tinkling bells hung on a ledge above the door.
3. Set the bag of pears on the table.
4. Owl roared with pain when Bear poked his eye.
5. There was a snake coiled up on the trail.
6. The gift of a sable coat could fill someone with joy.
7. A bumble bee soared high above the flowers.
8. Jan likes to wear cowboy boots when trail riding.

Point to sentences in random order and call upon pupils to read them aloud. If a child stumbles over a word, refer him or her to the key word involved.

Syllabication

Say the following words and have the pupils hold up one, two, three, or four fingers to indicate the number of syllables they hear in each word.

Chinook	considering	fierce
Indians	seized	tepee
magpie	medicine	exasperate
interrupt	shiver	attention

Write the following words on the board:

attach	Chinook	shiver	stolen	prairie
Indian	attention	exclaim	introduce	suet

Have pupils come to the board, pronounce a word, and draw a line under the stressed syllable. Have each word pronounced again, and lead the pupils to realize that the unstressed syllables are spoken so lightly it is hard to tell what the vowel sound is.

Write these words on the chalkboard:

magpie	mountainside	untie	feathers
fiercely	watchful	bitter	rescue

Point to words at random. Each time, ask a pupil to tell where the word should be divided into syllables and explain why it should be divided at that point.

Now place on the board the following words that have not yet been presented in the core vocabulary: trampled curtains recess skyscraper grateful

Have the pupils divide each word into syllables, consider each syllable separately, then say the whole word, to decide what the word is. Then write the following sentences on the board and ask pupils to tell in which sentence each word belongs.

1. They're building a tall _____ on our street.
2. The big dog _____ down the plants on the flower bed.
3. We played ball at _____.
4. Dad was _____ for our help in cleaning the house.

Spelling

In the previous levels of this program, it was suggested that the pupils have spelling notebooks. In these notebooks, every second page was headed by a letter of the alphabet in consecutive order. Spelling words were entered on these pages, alphabetically according to the first letter of each word. The book also contained a section in which useful words could be entered, providing a ready reference for use in creative writing activities, and a list of the words the pupil misspelled, for individual review purposes.

If the pupils have brought these notebooks with them, continue their use. If not, it is suggested that such notebooks be prepared for use in Level 7.

Put the following words on the board and have them pronounced—*hurry, work, trip, finish*.

Dictate the following inflected forms of these verbs and ask the pupils to write them on their worksheets. Each word to be written should be presented in a simple sentence such as those following. Have the words entered in the list of useful words in the spelling notebooks.

John hurries home.	hurries	Mary works hard.	works
John hurried home.	hurried	Mary worked hard.	worked
John is hurrying home.	hurrying	Mary is working hard.	working

Write *shiver, animal, and friend* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the *a* in the final syllable of *animal* and the *ie* standing for the unglided /e/ in *friends*.

Have the pupils write each word five times on worksheets, checking each time to be sure the letters are all in the right order. Then ask the pupils to enter the words in their spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following:

The cold wind made the Indians shiver. shiver
The birds and animals helped the poor boy. animals
The magpie had many friends. friends

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. See that the pupils review their difficult words frequently. You might use a variety of approaches such as the following to help the pupils review spelling words: games such as Scrabble, word searches, crossword puzzles, spelling games appearing in the *Alternative Strategies* section of lessons, spelling bees, chalkboard practice for pupils.

Tell the pupils that you want them to try something new. You will dictate sentences and they are to write the whole sentence each time on their worksheets. Remind them that they will have to begin each sentence with a printed capital letter and end it with a period or a question mark.

Read each sentence to the pupils first, then dictate it slowly as the children write it.

The bear hurried out of his den.
Dad works in the city.
Mom finishes work at five.

Have any misspelled words entered in the list of difficult words in the spelling notebooks.

Spelling
useful words:
verb forms
with s, es, ed, ing

Spelling words:
shiver, animal,
friend

Spelling
words
in dictated
sentences

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — paragraphs; noting indentations

— uses of capitalization

— use of parentheses

— words denoting sequence

Discriminating between finished and unfinished sentences and questions; completing sentences and questions using a variety of words (listening and reading)

Producing, recognizing, and identifying complex sentence patterns using the connectives *for*, *as*, *when*, and *while*

Using, recognizing, and identifying present tenses *is* and *are*

Producing, recognizing, and identifying alphabetic sequence

Using personal dictionaries

Materials Needed

The readers

Pocket chart, paper strips, period and question mark cards

Lined paper or notebook for each child in the group

Personal dictionaries

Sentence Awareness

Recognizing and identifying paragraphs; noting indentations

Refer to specific paragraphs on the first page of the story and review that a group of two or more sentences, telling about the same thing, is called a *paragraph*. Have the pupils note that the first sentence of each paragraph is indented.

Have the pupils turn to the second page of the story and ask them to find sentences that are indented. Elicit that each indentation indicates the beginning of a new paragraph.

Recognizing and identifying uses of capitalization

Ask the children to skim through the selection to locate capitalized words. Elicit that capitalization occurs in the words that make up the title of the selection; at the beginning of each sentence; at the beginning of direct speech; and at the beginning of the names of animals, the name of a people (Indians), and the name of the wind in the story (Chinook). With the group, briefly discuss the reason for the capitalization of each word or phrase identified.

Recognizing and identifying the use of parentheses

Have the children turn to page 10 and direct attention to the parentheses at the end of the tenth line. Discuss with the group that a phrase or sentence enclosed in parentheses explains or gives additional information about something that has just been said or described. "What does the word *Ne-sa* mean in one Indian language?"

Recognizing and identifying words denoting sequence

Direct the pupils to turn to page 6 of the story and read the first paragraph. Discuss the paragraph somewhat as follows:

"What did you just read about?"

"What words in the fourth sentence of the paragraph tell you that when some time had passed during the hard winter, the Indians had no more food?" (After a while)

Have the pupils turn to page 10 and read the first paragraph.

"What happened in this part of the story?"

"Did the bear fall asleep immediately after the boy blew medicine smoke into the lodge?"

"What words tell you that it took the bear a while to fall asleep?" (At last)

"Now read the last two sentences of this paragraph. What happened in this part of the story?"

"What word helps you to understand that the prairie chicken offered his help at the same time as the friends were talking about what to do?" (While)

Ask the pupils to read the second paragraph on the page.

"What word helps you to understand that the Chinook came out of the bag at the moment that the prairie chicken broke a few of the stitches?" (When)

Have the children read the last page of the story.

"What words in the second sentence tell you that after the events in this story happened, bears have slept all winter?" (Ever since then)

Sentence Building

*Discriminating
between finished
and unfinished
sentences and ques-
tions; completing
sentences and
questions using
a variety of
words
(listening)*

Recall with the pupils that when we tell or ask someone something, we must be sure to tell or ask the whole thing, so that the other person will know what we mean.

Read the following sentences and questions to the pupils, one at a time, indicating by voice intonation whether each one is finished or not. Have the pupils determine in each case whether the sentence is finished or unfinished. Elicit words from the children to complete the unfinished ones. Accept a number of suggested words each time, to reinforce the understanding that a variety of words may often be used to complete one sentence or question correctly.

The warm Chinook wind did not come.

The Indians were very . . .

When the hungry birds and animals came to the boy . . .

They sat down and talked to the boy.

That morning . . .

How did the bear capture the Chinook?

How did the Indian boy . . . ?

The friends spoke with one another.

Write the following incomplete sentences and questions on the chalkboard, or on paper strips and use the pocket chart for this exercise. If you wish to use the pocket chart, have available period cards, question mark cards, and several blank word cards.

The Chinook was

Were they

When the owl peeked through the hole in the lodge

Did you ever

The Indian boy

As soon as the Chinook was free

Refer to the first sentence on the board, or place the first incomplete sentence in the pocket chart. Have a volunteer read the sentence aloud, ending with an unfinished inflection of the voice, as the other children read silently. Then you might say, "Is this sentence finished? Why not? What are some words that will finish the sentence?"

Write the words that the children suggest at the end of the sentence, or write them on blank cards and place them in the pocket chart at the end of the sentence. With the children, read the sentence aloud, ending with a finished inflection. "Is the sentence finished now? Does it make sense? Why?"

Continue in the same manner with the rest of the sentences.

Write the following exercise on the chalkboard. Have the children read silently each pair of sentences and the connectives listed at the top.

for while when as

1. The Indians shivered in the lodges. The snow made it hard to get wood for the fires.
2. The land was very cold. The Chinook stayed away.
3. The children were hungry. The hunters could find no game.
4. The bear fell asleep. The boy blew medicine smoke into the bear's lodge.
5. The prairie chicken offered to help. The friends wondered how to get the bag open.
6. The Chinook poured out of the bag. The bag was open.

Direct the pupils to form each pair of sentences into one sentence, choosing a connective from the list at the top. Ask them to place the connective in the middle of the sentence. Give whatever guidance is necessary to have the children form the complex sentence. Write the newly formed sentence on the chalkboard as it is given by the pupils, have the sentence read again. Then have the group note what changes in punctuation, capitalization, and wording occurred as well as how the particular connective used affects the sentence's meaning.

*Producing,
recognizing, and
identifying complex sentence
patterns using
the connectives
for, as, when,
and while*

Using, recognizing,
and identifying
present tenses
is and are

Write the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to write the sentences on their lined papers, inserting the correct word each time. After the pupils finish writing the sentences, have them take turns inserting the correct word in each one on the chalkboard and then reading it aloud.

1. In the winter the Indians ____ very cold. is are
2. The Chinook ____ a warm wind. is are
3. The clouds ____ in the sky. is are
4. The weasel and the owl ____ friends with the boy. is are
5. Where ____ the bear's lodge? is are
6. A great bear ____ living in the mountains. is are
7. The owl and weasel ____ afraid of the bear. is are
8. The fur of the weasel ____ white in the winter. is are
9. ____ the prairie chicken a brown bird? is are

Dictionary Skills

Write the following groups of words on the chalkboard in the order shown. Have the pupils establish the correct sequence of the words in each group, and write them on their lined papers in alphabetical order.

1. snow bitter north lodges wood game help
2. mountains arch camp tepee shared weasel owl decided
3. medicine winter into creatures smoke bear firestick peeking rescue lodge
4. wind bag hole eyes jump over know moves thought fierce



Using personal
dictionaries

Continue with the use of personal dictionaries, as suggested in the lesson for "How the Main John Got His Name" in *It's Saturday*, Level 6, Book 2. If the children have not previously used personal dictionaries, have them organize special notebooks for this purpose at this time. One or two pages per letter may be allotted, with the pupils alphabetizing to the first letter in this lesson and to the second and third letters in later lessons.

In their dictionaries the pupils may enter words needed for personal writing activities; words connected with everyday and special events that the children find interesting, such as birthday and holiday words, words relating to classroom activities and events, and special words that the pupils use in other subject areas; interesting words that the pupils discover during research projects; and so on.

For this lesson, have the children enter their favorite words from the reader selection. Have the children work in pairs and show each other what words they have entered and check to see whether their partner's words have been entered on the correct pages.

WRITING

Objectives

Learning to write the letter O

Discussing myths and legends; suggesting story titles; beginning legends and myths

Developing origin story cooperatively

Applying comprehension, decoding, language and writing skills to produce Personal Writing

Materials Needed

Handwriting notebook for each child in the group

The readers

Lined paper and/or notebook for Personal Writing for each child

Newsprint sheets, crayons, felt markers, pencils, etc.

Handwriting

*Integration
of cursive
writing*

During the presentation of the lower case letters in the Level Six Writing program, it was recommended that the teaching of cursive handwriting be kept separate from other language activities and other subject areas; it was suggested that chalkboard exercises and other material in all subject areas should be printed by the teacher and pupils throughout the program.

At this time, you may begin to integrate cursive writing with other language activities and other subjects, perhaps beginning with spelling lists or dictionary activities. However, have the children continue to print each capital letter, without a slant, until they have learned to write it correctly. Also continue to use printing for items such as maps and diagrams.

*Importance of
teacher's model*

When teaching cursive writing forms, the examples you write on the chalkboard will be the models copied by the children. Thus, it is important that you form each letter accurately. Have the pupils compare and analyze their work against your model and approved samples on display in the room or given to the pupils.

*Demonstration
of the letter;
pupils' practice*

Demonstrate the letter to be taught by forming it on a ruled space at the chalkboard. The letter should be slanted just enough to be noticeable. After you have written the letter two or three times on the chalkboard, stand with your back to the pupils and trace the letter in the air, describing the direction of each movement and the retracings, if any. Ask the pupils to "draw" the letter in the air with you. Then have the pupils make the letter in the air again as you make it on the chalkboard several times. Describe each movement as you make it.

Have the pupils make the letter on their desks with their index fingers as you demonstrate again on the chalkboard. Writing in a sand container is also helpful to the pupils; poorly formed letters may be easily erased and written again. You may also wish to have the children write the letter with crayons on large papers or write with finger paints and felt markers.

Let some pupils practice the letter at the lined chalkboard, and then have all the pupils practice the letter several times on their papers. Examine the pupils' work carefully. If necessary, have the children check the models again and do more practice in the air, on their desks, and on their papers.

Ten to fifteen minutes of daily writing practice is recommended. Have the children use a special writing notebook and introduce the use of margins, if this has not already been done.

*Writing posture;
position of
paper and pencil*

A good, comfortable writing posture is important. The pupils should sit well back in their seats, with feet flat on the floor. The free arm should rest on the desk and/or paper.

The pencil should be held between the thumb and index finger and should rest on the middle finger. It should be held about 2-3 cm from the point. The paper should be slanted to the left on

Left-handedness

the desk, for right-handed writers. There should be a good light, without a shadow falling on the paper or book. Watch that the pupils keep their eyes a suitable distance from their papers.

Do not attempt to change left-handedness. Left-handed writers should hold their pencils about 3-4 cm from the point so they can easily see what they are writing. The paper should be slanted to the right to follow the line of the writing arm. Be sure that a shadow does not fall on the work of left-handed writers. Vertical writing or a slight left slant is acceptable. Above all, legibility is important. If possible, group left-handed writers for instruction so you can supervise closely and prevent them from "hooking" their wrists when writing. Provide ample time for chalkboard practice.

Learning to write
the letter O

For the first writing lesson, teach the pupils how to write the upper-case form of the letter O, following the procedure suggested above.



When the pupils have shown that they can write the letter correctly, have them practice the following words. If some children have difficulty making the formations, repeat the pertinent portions of the procedure suggested above for the demonstration and practice of the letter O. Pay particular attention to the formation of the lower-case joining strokes, and give the pupils whatever guidance is necessary to form the capital letter and the lower-case combinations correctly.

Ollie

Ontario

October

Directed Writing

Discussing myths
and legends

Recall the reader selection and have the pupils identify the five myths that it contains (why owls have big eyes, why prairie chickens have spots, why bears sleep all winter, why bears are cross when they wake up, and why the Chinook will come blowing over the mountains every spring). If the children have read or heard other myths and legends that tell origin stories, have them briefly recall the details.

Suggesting
story titles

Ask the pupils, "Have you ever wondered why it snows every winter, or why birds sing in the morning? What other things in nature do you think people wonder about?" With the group, develop a chalkboard list of titles for stories that might explain happenings in nature.

Why the Snow Falls Every Winter
Why the Prairie Chicken Has Spotted Feathers
Why the Robin Sings in the Morning
Why the Skunk Has a Strong Smell
Why the Owl Has Big Eyes
Why the Bear Sleeps All Winter
Why the Coyote Howls
Why the Owl Hunts at Night

Ask the children what words begin the reader story and write them on the chalkboard. Have the pupils suggest other words that introduce myths and other kinds of folk tales and write them on the chalkboard. For example,

Once upon a time
Long, long ago
One day, many long years ago

Have the pupils select one of their myth or legend titles, and develop an origin story cooperatively on the chalkboard. If the children select "Why the Owl Hunts at Night," a possible story might be somewhat as follows.

Why the Owl Hunts at Night

One day, many long years ago a brown owl was hunting in the woods. He saw a little gray mouse under a tree. Quickly he swooped down to snatch the mouse, but the mouse saw the owl coming and scampered away. Then the owl saw a little rabbit. Again he swooped down, but the rabbit saw the owl and jumped under some bushes where the owl couldn't find him.

After a while the owl went to another part of the woods. There he saw some fish in a pond. Down he dived to catch a fish. Down into the deep water dived the fish, far away from the owl.

It was getting dark but the owl didn't go back to his tree. He still had to catch something for his supper. He saw a white mouse running in the grass. This time he swooped down and caught the mouse. Then he caught a rat and a chipmunk. The owl thought, "I can catch my supper better at night than in the daytime because the animals can't see me coming in the dark." That is why, to this day, the owl hunts for his supper during the night.

You may wish to develop the complete story with the children, or you might stop with the sentence *This time he swooped down and caught the mouse*. In the latter case, have the pupils copy the beginning and main part of the story from the chalkboard and write their own endings. Elicit that the ending of the story must make sense with what happened earlier in the story. Have the children begin their last sentence with the words *That is why* . . .

If you develop the complete story cooperatively with the children, also develop a second story beginning, using one of the titles suggested earlier. Then have the pupils continue the story on their own and write their own endings.

Creative Writing

Have the pupils carry on the Personal Writing activities begun in Level 3 and continued in Levels 4, 5, and 6. Personal Writing is an individual's response to a reader selection; a topic discussed while making charts, lists, or posters; a classroom event; films and filmstrips; picture books and other books; television programs; a story read by the teacher.

The children must be given opportunities to write several times a week. They may do their writing at a scheduled time, or they may turn to it during their spare time after they have finished an assignment. It is important that the children be encouraged to write and to experience success, especially in relation to initial attempts.

When a child needs help with the spelling of a word, he or she may find the word in a dictionary or other book in the classroom, or on vocabulary or other charts before approaching you for guidance.

If you are not involved with a group, the child may bring a blank word card to the desk and ask you to write the word on it. If you are occupied at the time the child needs assistance, he or she should try to write at least part of the word independently and go on with the rest of the sentence. When you are available to give the correct spelling, the rest of the word can be completed.

Personal Writing should be corrected, using whatever method is comfortable for you and the children.

Writing should often be coupled with painting or drawing a picture. It might be kept for a record of progress, either in a folder or re-written in a special writing book. Dating the material will indicate progress in relation to time.

For this lesson, suggest that the children write further myths or legends explaining occurrences in nature, on their own. They might choose titles not previously selected from the

list suggested under Directed Writing. Remind the pupils to begin their stories with words such as *Long, long ago* and to end them with the words *That is why . . .*

Some pupils might like to write poems about the animals appearing in the reader selection — the coyote, the owl, the magpie, the weasel, the bear, or the prairie chicken. Suggest that the children use phrases from the story to begin their poems or use the cinquain form. For details on writing cinquains, refer to the selection “I’m a Poet and Didn’t Know It” in *It’s Saturday*, Level 6, Book 2.

For further writing activities, suggest the following story starters:

One day the magpie was talking with her friends. The weasel said, “Magpie, you talk too much.”

One day the prairie chicken came to the den of the bear. He saw a boy, a weasel, an owl, a coyote, and a magpie looking through a hole in the lodge.

If I were an owl, I’d . . .

If I were a bear, I’d . . .

In this long ago year the buds on the trees became leaves and the sun shone. The bluebirds and the goldfinches sang, but the robin did not sing.

Note: During the beginning stages of learning the cursive handwriting forms and integrating handwriting with other subjects, let the pupils choose whether to print or write stories and poems in creative writing activities.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the phoneme-grapheme correspondences /û/oo, /û/u, /ü/oo, /ü/ou, /ü/ue, /ü/ew, /u/ou, /u/o

Recognizing and identifying verb forms with *s*, *es*, *ed*, *ing*

Corral 'Em

Objective

Recognizing and identifying the correspondences /û/oo, /û/u, /ü/oo, /ü/ou, /ü/ue, /ü/ew, /u/ou, /u/o

Number of Players

One or more

Materials Needed

A “Corral 'Em” board

look	true
bush	chew
	shoot
	soup
double	Corral
come	'Em
	Pasture
	cards

Decoding Skills:
Phonemic Analysis

Cards with words such as *Chinook, push, woods, pudding, sugar, groom, blue, stew, couple, cousin, trouble, mother, some, from, won, done*

Procedure

The player or players in turn take a card, read the word, and then place the card in the correct corral according to the key word. A picture of an animal could be placed under the key word or words as well as on the reverse side of the card with a word in that category. Players could then check whether they have categorized the words correctly.

Hopscotch

Objective

Recognizing and identifying verb forms with *s, es, ed, ing*

Number of Players

Two

Materials Needed

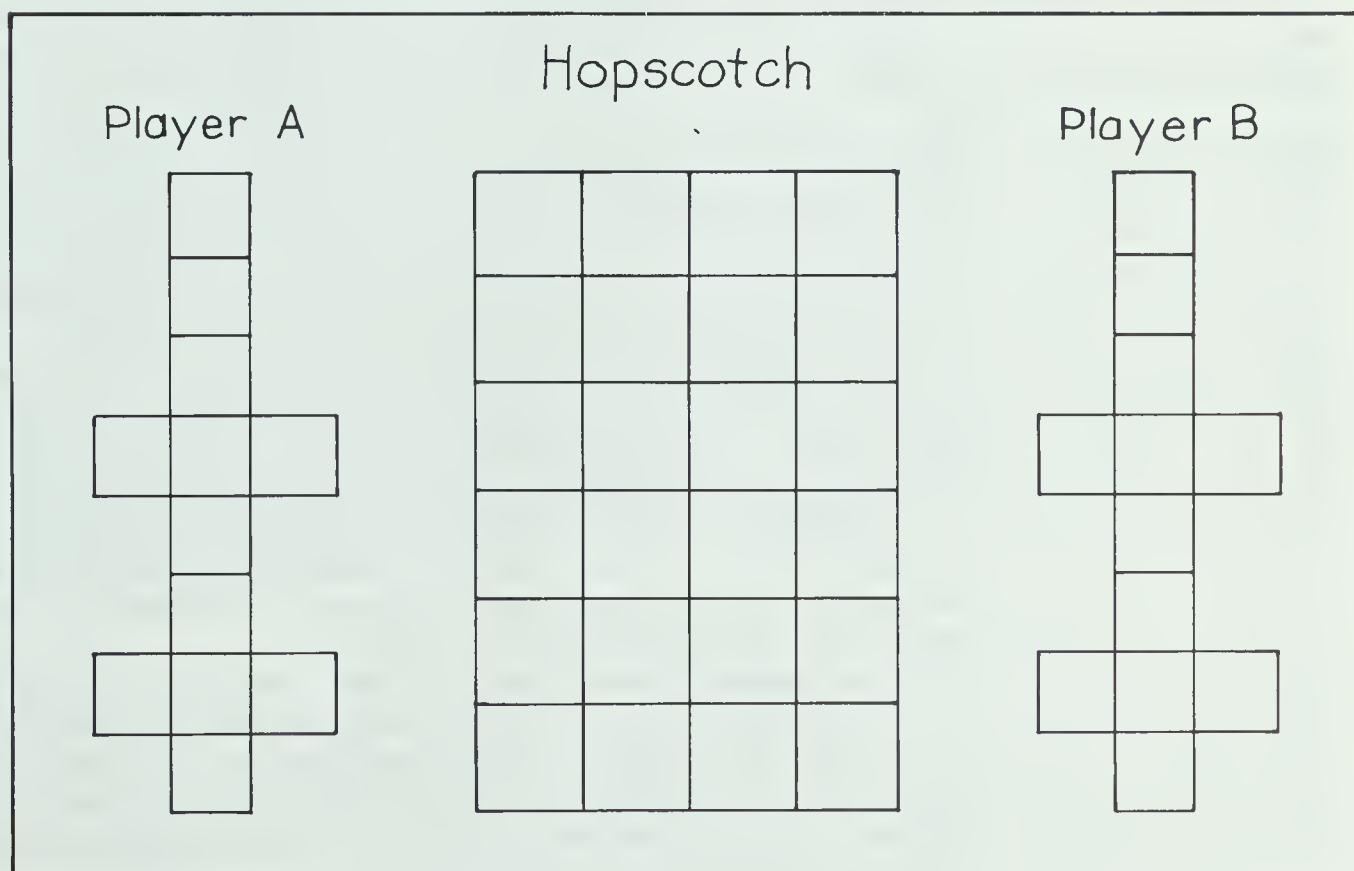
One "Hopscotch" board

One set of 24 cards, each with root verbs such as *brag, shiver, worry, carry*. This set is called *Set A*.

One set of 24 corresponding cards, each with root and verb endings such as *bragged, shivering, worried, carries*. This set is called *Set B*.

Procedure

Set A cards are dealt face up in each of the players' twelve hopscotch squares. Set B cards are placed face down between the players in the center squares. Each player in turn takes one of the Set B cards and reads the word. If the player can match the card with one on her or his hopscotch, it is placed in the appropriate square. If the card cannot be matched, it is returned to the board. The winner is the player who matches all the squares in her or his hopscotch first.



Many Moons

Pages 12-31

Have the pupils turn to the table of contents and find the title of this selection. Ask a volunteer from the group to read the title. Ask the pupils to find the number of the page on which the story begins.

Have the children look quickly through the illustrations for the story. "What kind of story do the pictures suggest this will be? What are some of the things you expect to find in a fairy tale? Do you think that this will be a serious or a humorous story? Why?"

"Most fairy tales that you know were written long ago; however, this story was written by a modern author named James Thurber. How do you think a modern fairy tale might be different from one written long ago?" If the children do not have many ideas to offer at this time, write the question on a piece of chart paper and post it where they can see and think about it as the story is read.

Encourage the children to listen for and point out instances of humor in the story and the illustrations as you proceed through it together. As the humor is often subtle, more perceptive children may sometimes be able to explain points for the others in the group. Now and then you might ask, "What humor is hidden in . . . ?" However, it is important that the humor of the story not be belabored; let the children enjoy what they do catch of it.

Read the story for the children, stopping after new characters are introduced to discuss briefly what was learned about their personalities and what the children thought of them (the Princess, the King, the Lord High Chamberlain, the Royal Wizard, the Royal Mathematician, and the Court Jester). While there will be several words unknown to the children throughout the story, it is not necessary for the meaning of the story as a whole for all unknown vocabulary to be explained to the children.

After reading the story to the pupils, discuss their reactions to it using questions such as the following: "Did you like this story? Why or why not? Do you think the title 'Many Moons' is a good one? Why or why not? What was the problem in this story and how was it solved? Whom did you like most in this story? Why? Was the King wise to promise Lenore 'anything her heart desires'? Why or why not? Have you ever asked for something that was impossible to get? Tell us about it. What lessons can this story teach? How do you think a modern fairy tale might be different from one written long ago? What characteristics of fairy tales does it have?" (Begins with "Once upon a time"; has a King and a Princess; has a palace; there are three foolish advisers; the problem is solved by a humble, kindly person; there are elements of magic.)

Have the children make a play of the story. "Think about different characters in the story. What kind of person is he or she? How does he or she behave and why? How does he or she walk or move about?" Every child should participate in the discussion about the characters. A few children could then be asked to demonstrate their interpretations of particular characters.

Review the sequence of events and plan the scene divisions. Select volunteers for the first playing and let them run through each scene, improvising their dialogue. Then have the volunteer players and the audience evaluate the performances. "What was good about the scene? How could the scene be improved?"

You may decide to develop only one scene. Often this is a better idea than trying to do too much. A full length play will take much longer to prepare and present.

Have a discussion with the children about the moon. On a chart list the facts the pupils give about it. "What other things would you like to know about the moon? What questions could you ask about it?" Let the children record their questions, do library research to find the answers, and then share their answers with the group.

Have the children work individually or in groups to prepare a project that presents information about the moon. Some suggestions for projects are as follows: a chart comparing a person's

weight on earth to his or her weight on the moon; a salt-and-flour paste model of the moon's surface with labels naming features such as craters, seas, mountains, and clefts; a chart telling about man's explorations of the moon; a diagram showing the moon's orbit around the earth and the distances traveled.

Obtain a copy of the fairy tale "The Great Quillow" by James Thurber (Harcourt Brace Jovanovich, Inc.) and read it to the children. After the reading, let the children discuss this tale and their reactions to it and compare it with "Many Moons."

Some of the children may wish to write modern fairy tales of their own and share these with the other members of the class. As an alternative, some may prefer to write poems about impossible wishes they have had.

Getting Inside the Pages

Pages 32-34

"Sometimes people talk about 'reading between the lines.' This author talks about 'getting inside the pages.' What do you think is meant by these expressions? Listen while I read the selection to see if you are right."

Read the selection slowly, pausing often to give the children an opportunity to reflect upon what is written, to evaluate what the author is saying, and to discuss any questions that are posed.

You may wish to have the children discuss questions such as the following:

"Did the story 'Many Moons' make you feel the way this author suggests? Did you know what literature is? Do you know now? What kinds of stories are included in literature?"

"Which of the characters in 'Many Moons' is most like you? Would you say that in some ways you are a little like the King? How? Maybe some of us have to admit that we are sometimes like the King's advisers. What did you note about them? Are you sometimes like that, or do you know people who are? How have you been like Princess Lenore?"

Try to develop in the children an enjoyment of reading. Gather them together in a quiet corner and read for at least fifteen minutes every day. Introduce the selection by telling the children the title, the author's name, and the name of the illustrator if it is a picture book. If the children want to initiate discussion of the selection, take the time to talk about it. Be sure to include poetry among your selections.

If possible, give the children time in class to read materials of their own choice. Encourage them to select materials that interest them and that they can read at their own rate and ability level. Introduce the children to other types of reading materials, such as novels, biographies, science fiction, magazines, and newspapers. Talk with the children about what they read — why something was interesting, and how the particular author achieved his or her purposes.

Encourage the children to share what they are reading. You might introduce the idea by telling the children that at the end of a specified time of reading they may have a Favorite Books Party. Suggest that they might come dressed as a character from their favorite book or that they make a model to represent the main character. Take time to have the children tell something about the character they represent and why they chose it as a favorite. The book itself might be used as illustrative material.

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Drawing inferences
Recalling details; verifying answers
Reading interpretively
Evaluating the story's title; making up a title
Identifying the problem and its solution
Valuing
Comparing stories and story characters
Expressing opinions
Recognizing and identifying sequence
Listening for details
Skimming to locate information and verify answers

INTEGRATIVE OPTIONS

Drama — interpreting story situations through mime
Environmental Studies: Science — performing experiments with salt
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondences /n/**kn**, /r/**wr**
*Recognizing and identifying the phoneme-grapheme correspondence /f/**gh**
*Recognizing and identifying the suffix **en**
Recognizing and identifying possessive forms with 's, s'
*Recognizing and identifying words, using graphemic base **ilt**
*Dividing into syllables words with single medial consonants; applying syllabication to decoding
Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words
Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — command sentences — uses of capitalization: holidays
Producing, recognizing, and identifying correct word order
Using, recognizing, and identifying adjectives
Producing, recognizing, and identifying complex sentence patterns using the connectives *before*, *if*, *when*, and *since*
Producing, recognizing, and identifying alphabetic sequence

WRITING

Learning to write the letters **A** and **C**
Writing a paragraph of several sentences; indenting; composing title
Using adjectives; writing descriptive phrases
Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words with suffixes *ment*, *en*, *ful*, *ness*, *less*, *able*, *er*, *est*, *ly*, *y*
Recognizing and identifying spelling words and words formed on graphemic base **ilt**

Literary Appreciation**

Relating picture and story
Interpreting emotions of characters
Identifying problem in story and its solution
Comparing characters in story
Valuing the story
Comparing elements in stories
Drawing inferences about story situations; about story characters

Listening**

Listening to interpretive reading
Listening for details by identifying key words
Listening to identify words required in context
Listening to identify phoneme-grapheme correspondences /n/**kn**, /r/**wr**, /f/**gh**
Listening to divide words into syllables
Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
 Speculating; formulating questions
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 Skimming to locate information and verify answers

Developing Pupil Inquiry

*Using the table of
contents*

Speculating

Have the pupils turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title.

Let the children speculate on what the selection might be about. "Do you know what a mill is? What kind of mill might you use while eating or preparing food? What kind of story do you think this might be? Why?"

Observing picture details

Have the children open their books and look at the illustrations in the story to see if their ideas about it were correct. "Can you find the mill in the pictures? Can you tell what is magic about it? What can you tell about the characters in the story from the pictures? What do you think is happening in the last picture of the story?"

*Drawing
inferences*

*Formulating
questions*

Ask the children what questions they would like to ask about the story. The completed question box may look somewhat as follows:

Where does the magic mill come from?

What does the magic mill do?

Developing Pupil Response

Reading

Have the pupils read the entire story silently. When they finish reading, refer them to the question box and have them tell the answers they found in their own words and read the lines that verify them. If some questions cannot be answered in the story text, have the children discuss what they think the answers might be. Let the pupils check off the questions as they are answered and verified or discussed.

*Recalling details;
verifying answers*

*Reading
interpretively*

Have sections of the story read orally, each child interpreting with his or her voice the emotions of the characters. Give the children time to practice their parts, after briefly discussing what the characters were feeling in a particular section. Then have the children present their readings to other members of the group.

*Evaluating the
story's title;
making
up a title*

*Identifying the problem
and its solution*

*Valuing; comparing
story characters*

Valuing

Synthesizing

1. "Do you think 'The Magic Mill' is a good title for this story? Why or why not? Make up another title for the story."

2. "What problem did the poor brother have? How was his problem solved?"

3. "What did you think of the actions of the rich brother? Compare the characters of the two brothers—how are they alike or unlike?"

4. "Do you think the rich brother deserved what happened to him at the end of the story? Why or why not?"

Expressing
opinions
Valuing
Comparing stories

5. "Were you surprised that the rich brother came to a bad end in the story or were you expecting it as you read? Tell why you think as you do."

6. "What lesson does this story teach?"

7. "In what ways is this story similar to 'The Bear Who Stole the Chinook'?" Examine the following elements with the children: characters (both have a poor but good person who undergoes hardship and succeeds at the story's end; both contain animals who befriend and aid this person; both contain a "bad" character who steals a valuable object); events (there is a theft in each; there are magical happenings in each); lessons (both explain an occurrence in nature; in each, a good person is rewarded and a bad character is punished in some way).

Expressing
opinions

activity

8. "Imagine a frog gave you a magic mill and gave you three grinds. Name the three things you would grind out. Would all of your choices be things for yourself? Tell why you would choose these particular things."

Developing Comprehension, Research, and Listening Skills

Drawing
inferences

Critical Comprehension. Write the following activity on the chalkboard or duplicate and distribute copies to the pupils. Have them carefully read each paragraph and answer the question following it. Discuss with the pupils both the inferences they make and their reasons for these inferences. Have them refer to specific details in a paragraph to support their reasons.

A rich man had a poor brother. One day the poor brother asked the rich brother for just a hen to help his family celebrate Christmas. The rich brother had many hens. He could have given his brother one, as well as presents for his poor children. But he did not. He said, "No. Get out!" to his poor brother.

From this information, what kind of person do you think the rich brother is?

Because the poor brother saved the life of a frog, he was given a magic mill. The mill made him very rich. Now he and his family could celebrate Christmas. He thought of his rich brother and decided to invite him to Christmas supper. The poor brother thought, "My rich brother will have a good time with us."

From this information, what kind of person do you think the poor brother is?

The rich brother stole the magic mill and took a boat to go far across the water. Soon he would be very, very rich. But he did not know that there was a special way of stopping the mill, because it was not he who had saved the frog's life. So when he asked the mill to grind salt for his egg, it would not stop. His boat went down into the sea and took him with it.

From this information about the rich brother, what lesson do you think the author would like the reader to be aware of?

Recognizing and
identifying
sequence

Literal Comprehension. Print the exercise below on the chalkboard. Have the children read each of the four numbered pairs of sentences. Then have them decide which of the four sentences given below belongs in the blank to create a correct sequential series. Let a member of the group write the sentence chosen on the chalkboard in the appropriate place.

- (a) The man broke the ice and took out the frog.
- (b) The rich brother found out about the magic mill.
- (c) He told the magic mill to grind salt for his egg.
- (d) The poor man asked his rich brother for a hen for his family's Christmas.

1. The poor man went to see his rich brother at Christmas time.

_____ (d) _____

The poor man started on his way home.

2. The man found a little green frog stuck fast in the ice.

_____ (a) _____

The frog gave the man a magic mill.

3. The man invited his rich brother to visit on Christmas.

_____ (b) _____

The rich brother stole the magic mill and ran away.

4. The rich man jumped into a boat with the magic mill.

_____ (c) _____

The mill did not stop making salt and the boat went down into the sea.

Listening. This activity could also be placed on tape and used in a listening center. Ask the children to listen carefully as you say a number of sentences. After each sentence the children are to identify the word which renders the sentence untrue, and then produce a statement that is correct. Begin with simple sentences and go on to more complicated ones, for example:

1. Squirrels eat elephants.
2. Rain is dry.
3. Sugar is very sour.
4. Leaves fall from the trees in the spring.
5. You should take a nap when you get dirty.

Literal Comprehension. Place the following groups of questions on the chalkboard:

Story Beginning: 1. When does the story take place?

2. To what characters are you introduced?
3. What problem is introduced?

Story Middle: 1. How is the problem solved?

2. What good thing does the poor brother do for his rich brother?
3. What bad thing does the rich brother do? Why does he do this?

Story Ending: 1. What happens to the rich brother?

2. What thing in nature is explained for the reader?

For the first group of questions, point out that this part of the story *introduces* people, time and place, and the problem. Establish with the pupils that in this case, it is page 35 of the reader. Point out that the story middle goes from page 36 to page 39, and that the story ending is on page 40. Record these page references beside the appropriate group of questions.

In a brief discussion, elicit from the pupils that skimming involves a quick reading of a section with a definite purpose in mind—one is looking quickly for something. The procedure described below could be followed.

Ask the pupils what they will be looking for when they skim page 35 to answer the first question. Point out that before turning to page 35, they should understand the question and know the key words in it. Establish with them the key words *When* and *story*, and have them underlined—this is what they will be looking for. Then ask the pupils to turn to page 35 and skim to locate the paragraph that answers the question. Have a pupil read the paragraph aloud, while the others follow along to verify their own choices.

For questions dealing with the story middle, follow the above procedure, but have the pupils skim the section first to locate the particular page, and then to locate the paragraph containing information to answer the question.

INTEGRATIVE OPTIONS

Interpreting Story Situations Through Mime. Have the children interpret the following situations through mime:

1. Be the poor brother on his way to visit his rich brother. How will your movements show how eager and hopeful you are?
2. Now be the poor brother on his way home after the visit. How will your movements show your changed mood?
3. Be the poor man sitting and sadly crying. Now you jump up in surprise when you hear someone calling for help. You look around curiously trying to find who is speaking. How will your expression change when you finally see the frog?
4. Be the poor man searching excitedly in the tree for the magic mill. How will you show your feelings through your actions as you run home to tell your wife what happened?
5. Be the poor man's wife grinding out food and riches from the mill. How will you show your happiness? Be one of the poor man's children watching the magic mill in action.

Making a Play. The children may wish to go on to act out the story as a play.

Performing Experiments With Salt. The following experiments could be approached in different ways, depending on the experience the children have had doing science experiments.

1. You could simply pose the question. Let the children decide on the materials they need and the methods they will use to find the answer.
2. You could pose the question and provide the materials. Let the children work out the method for themselves.
3. You could pose the question and provide the children with both materials and method. As an alternative, this activity could also be adapted as a following directions activity. The children would read the directions to follow the various steps of each experiment. These steps could be linked with connectives, which could be pointed out and discussed before doing the experiment.

Whatever method you choose, let the children work independently on their experiments. When the experiments are completed, let the children discuss and compare their results and methods.

1. Can you dissolve more salt in hot than in cold water? (No)

Equipment: water 2 glasses	paper and pencil salt	measuring spoons
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Method: Put equal amounts of water into the two glasses — hot water in one, and cold in the other. Add level teaspoons of salt to each glass and stir until no more salt will dissolve. Record how many spoons of salt were put into each glass.

2. When salty water evaporates, what happens to the salt in it? (Salt grains are left behind.)

Equipment: water spoon
saucer

Method: Put water into the saucer. Dissolve as much salt as possible in the water. Set the saucer in a warm spot and wait for the water to evaporate. (The children will enjoy looking at salt crystals under the microscope.)

3. Does salty water or plain water freeze more quickly?
(Plain water freezes more quickly.)

Equipment: 2 plastic containers spoon a freezer or a
water salt cold day

Method: Put equal amounts of water into the plastic containers. Dissolve as much salt as possible in the water in one container. Place the containers in a freezer or outside on a cold day. Watch them to see which one freezes first.

Book Center

Bang, Betsy. *The Old Woman and the Rice Thief*. Greenwillow.

An old woman gets help from unusual sources in her attempts to catch a thief.

Galdone, Paul. *The Magic Porridge Pot*. Seabury.

A porridge pot produces food on demand for a little girl but runs amuck when her mother takes over.

Ginsburg, Mirra. *Striding Slippers: Adapted from an Udmurt Tale*. Macmillan.

Some thieves learn that crime doesn't pay.

Towle, Faith M. *The Magic Cooking Pot*. Houghton Mifflin.

An East Indian fable about a man who receives a magic pot from the Goddess Durga.

Film Center

Envy—"It Serves Him Right." 8 mins. Moreland-Latchford 41-879.

The Frog Prince. Edu-Media 1231205. (tape cassette)

The Golden Touch. Edu-Media 1231307. (tape cassette)

The Magic Well. 14 mins. Coronet 3715.

DECODING SKILLS

Objectives

- Recognizing and identifying new words, using context clues
- Recognizing and identifying words with multiple meanings, using context clues
- Recognizing and identifying the phoneme-grapheme correspondences /n/**kn**, /r/**wr**
- * Recognizing and identifying the phoneme-grapheme correspondence /f/**gh**
- * Recognizing and identifying the suffix *en*
- Recognizing and identifying possessive forms with 's, s'
- * Recognizing and identifying words, using graphemic base *ilt*
- * Dividing into syllables words with single medial consonants; applying syllabication to decoding
- Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words
- Observing the spelling of useful words
- Observing the spelling of spelling words
- Spelling words in dictated sentences
- * *Introduction to a new element*

Materials Needed

- A set of cards numbered 1-7 for each pupil
- Duplicated worksheets for the exercise on /f/**gh** (optional)
- Duplicated worksheets for the exercise on possessives (optional)
- Lined worksheets for the spelling exercises
- Spelling notebooks

Word Meaning

New Words: *delicious, lilted, duty, grateful, precious, hearth, eaten*

Give each pupil a set of cards numbered 1-7. Write the following words and sentences on the board:

1. delicious
2. lilted
3. duty
4. grateful
5. precious
6. hearth
7. eaten

- a. The king's crown had diamonds and other ____ stones in it.
- b. The mill ground out a ____ Christmas dinner for the whole family.
- c. The shivering child was ____ for the hot soup.
- d. A crackling fire was blazing in the ____.
- e. The frog ____ back and forth with little, hopping steps.
- f. After we have ____ dinner, we'll watch TV.
- g. It was the man's ____ to save the frog's life.

Have each sentence read aloud. Ask the pupils to decide which word in the list belongs in the sentence and hold up the card with the number of the word on it. When a word has been selected, write it on the line. Have the sentence read again, with the word in it, as the pupils listen to be sure the right word has been chosen.

Each time, discuss with the pupils the word or words in the sentence that helped them to know which word belonged in the blank.

*Recognizing
and identifying
new words, using
context clues*

In sentence *a*, diamonds are precious stones; therefore the other stones would be precious too, since the sentence groups them with diamonds.

In sentence *b*, Christmas dinner is usually delicious.

In sentence *c*, if a child were shivering, he would be grateful for something hot.

In sentence *d*, the hearth is the floor of a fireplace.

In sentence *e*, if the frog was hopping about in a lively way, it would be liltng.

In sentence *f*, dinner is something you eat.

In sentence *g*, we are told that the frog's life is in the hands of the man. Since *duty* is what a person ought to do or is what is right to do, it is the man's duty to help the frog.

Recognizing and
identifying words with
multiple
meanings
using context

Write the following sentences and definitions on the board.

1. The dancers began to lilt back and forth.
 - a. sing or play a tune in a light, lively way
 - b. a lively, happy tone of voice
 - c. move in a lively way
2. It is your duty to do as your mother tells you.
 - a. something you should do
 - b. the things you have to do in your work
 - c. a tax on things brought into a country
3. This ring was a present from Grandma.
 - a. here; in this place
 - b. the time right now
 - c. a gift
4. The rich brother felt that magic must have made his poor brother rich.
 - a. touched
 - b. had a feeling
 - c. a kind of cloth that is pressed together instead of being woven

Have each sentence and the definitions under it read, then ask the pupils to tell which definition fits the word as it is used in the sentence. Each time discuss with the pupils the word or words in the sentence that helped them to know which meaning to choose. Ask volunteers to use the word in a sentence with one of the other meanings.

Phonemic Analysis

Recognizing and
identifying
correspondences
/n/kn, /r/wr

Write the following words on the chalkboard.

noise	rich	wren	kingdom	kettle
water	wrinkle	right	wrestle	need
ready	wife	know	number	kind

Point to the words in random order rather quickly and call on pupils to pronounce each one. When all the words have been pronounced, have each one pronounced again and the letter or letters that stand for the beginning sound identified. Have pupils provide an additional word that has the same beginning sound of each word identified.

Recognizing and
identifying the
correspondence
/f/gh

Recall that when two consonants come together they sometimes stand for one sound. Write *thing*, *shake*, *child*, *duck*, *when*, *know*, and *write* on the board. Have the words pronounced and the digraph identified in each word.

Now write *laugh* and *enough* on the board. Have the pupils identify the final sound heard in each word as the sound *f* usually stands for and observe the *g-h* combination. Explain that *gh* sometimes stands for the /f/ sound. It does not happen in many words, but the words in which it does occur are words we use quite often. Write on the board:

laugh
enough
tough
rough
cough

Pronounce the words for the pupils. Then have individuals come to the board, pronounce a word, and draw a line under the letters that stand for the /f/ sound.

Warn the pupils that *g* and *h* coming together do not always stand for the /f/ sound. They are frequently part of a letter combination. Write *night, high, straight, bought, caught, through* and have them pronounced. Point out that in these words *gh* goes with a vowel or vowels to stand for a certain vowel sound.

For further practice, duplicate and distribute copies of the following exercise.

Draw a circle around the word that belongs in each sentence. Then write the word on the line in the sentence.

1. The poor man _____ at the frog's funny dance. laughed lifted
2. The road was very _____ and bumpy. roof rough
3. Do you like your eggs boiled _____ or hard? soft coughed
4. The meat was so _____ we could hardly chew it. tough off
5. I'm tired because I _____ all night. coughed caught
6. The family didn't have _____ to eat. puff enough
7. What were you _____ at? laughing stuffing

If preferred, the sentences and words may be written on the board and the exercise done orally.

Structural Analysis

Recognizing
and identifying
the suffix *en*

Write these sentences on the chalkboard.

The princess watched the golden moon.

The rich brother had a fine woolen suit.

The poor brother had wooden shoes.

Have the sentences read aloud, then draw attention to the underlined words. Elicit from the pupils that the words all end in *en*. Explain that *en* is a suffix that is sometimes added to nouns to turn them into adjectives or describing words. Have the root words identified in all three words and lead the pupils to see that the suffix *en* means "made of" in these words — *made of gold, made of wool, and made of wood*.

Now place these sentences on the board:

Did you sharpen your pencil?

Please straighten that picture.

You'll have to tighten that knot.

Ask pupils to read the sentences and call attention to the underlined words. Have the root word and the suffix *en* identified in each word. Lead the pupils to realize that in these words the suffix *en* is added to a describing word to change it into a verb or action word. Help them to see that the suffix *en* means "make" in these words — *make sharp, make straight, make tight*.

Write the following words and sentences on the board:

soften

darken

silken

lighten

shorten

harden

widen

freshen

They are going to _____ the highway.

Mommy had to _____ that dress.

The princess had a _____ gown.

The candy will _____ as it cools.

You can _____ that room by closing the curtains.

First have the root word and suffix identified in each word in the list. Then have the pupils decide which word will best complete each of the sentences.

Write on the board *finer* and *finest*. Have the pupils identify the root word and suffix in each word and explain what change was made in the root word when *er* and *est* were added. Explain that the final *e* is also dropped from a root word ending in *e* when *en* is added. Demonstrate with *white, whiten* and *worse, worsen*.

Follow the same procedure to show that final consonants are also sometimes doubled when *en* is added. Use *sad, sadder, saddest, and sadden*.

Recognizing
and identifying
possessive
forms
with s', 's

For practice with possessive forms, duplicate and distribute copies of the following activity.

Write 's or just ' on the line after each underlined word to show that someone or something belongs to someone or something.

1. The poor man brother was very rich.
2. The girls new dresses were made of silk.
3. The boys boots were all leather.
4. The mill magic made the poor man rich.
5. The frog legs were stuck in the ice.
6. The frog was grateful for the poor brother help.

If preferred, the above exercise may be written on the board and done orally.

To present the graphemic base *ilt*, write the following column of words on the board:

lilt
gilt
hilt
jilt
kilt
quilt
silt
spilt
stilt
tilt
wilt

Recognizing
and identifying
words, using
graphemic base
ilt

Have the words pronounced and the part that is the same in all the words underlined. Then call upon volunteers to use some of the words in sentences. If there are words in the list that the pupils do not know, look each word up in a junior dictionary. Read the definition to the pupils and then use the word in a sentence.

Write the following key words on the board and have them read — *lilt, crumble, tip, think, more, came, thank*.

Place these sentences on the board:

I hope that clown on the stilts won't stumble or trip.
All those pretty pink flowers have wilted.
The Scottish dancers wore kilts.
Grandma made me a patchwork quilt.
Don't tilt your chair back so far!
The gilt on that picture frame looks like gold.
The river banks were covered with silt.

Point to sentences in random order and call upon a pupil to read the designated sentence each time. Continue until every pupil has had at least one turn. If a pupil stumbles over a word, refer her or him to the key word involved.

Syllabication

Write on the board *cat, pick, pet, in, match, dog, cup, went*. Have the words pronounced and the vowel sound identified each time as the unglided sound. Recall that in a one-syllable word, if a single vowel is followed by one or more consonants, the vowel usually stands for the unglided sound.

Write *go, we, hi, sky* on the board. Have them pronounced and the vowel sound identified each time as the glided sound. Recall that when a vowel comes at the end of a one-vowel word, it usually stands for the glided sound.

Write these words on the board:

over	pilot	shiver	baby	visit
promise	pedal	music	dragon	

Elicit from the pupils that there is only one consonant in the middle of each word. Let them try to syllabicate and decode each word. First have them try dividing the word after the consonant.

Dividing into
syllables
words with a
single medial
consonant

Direct attention to the first syllable and note that it contains a single vowel followed by a consonant. This would indicate that the vowel sound should be unglided. Let the pupils try pronouncing the word, using the unglided sound in the first syllable. In the first word on the list, this would result in pil/ot.

The pupils will realize immediately that this is not the correct pronunciation of the word. Therefore, they should try dividing the word before the consonant — pi/lot. Note that this leaves the first syllable ending with a vowel. This would indicate that the vowel sound should be glided. Let the pupils try pronouncing the word with the glided sound in the first syllable (p i /lə t). They will recognize that this is indeed the correct pronunciation.

Tell the pupils that the stress is usually on the first syllable in words of this kind, and that the vowel letter or letters in the other syllables will be so lightly spoken that it is hard to tell what sound they stand for.

Proceed in the same manner with the other words. Stress the fact that the first way of dividing the word must produce a real English word. If it doesn't, then the other way of dividing the word must be tried.

Lead the pupils to generalize that when they wish to decode a word with a single consonant in the middle, they should first try dividing it after the consonant, and pronounce it, putting the stress on the first syllable and using the unglided vowel sound in that syllable. If this method does not produce a recognizable word, then they should try dividing the word before the consonant and pronounce it, putting the stress on the first syllable and using the glided vowel sound in that syllable.

Distribute lined worksheets to the pupils. Write the following words on the board and have the pupils divide them into syllables on their worksheets. Syllabication is indicated on the right.

river	riv/er
second	sec/ond
label	la/bel
vanish	van/ish
stupid	stu/pid
ugly	ug/ly
silent	si/lent
notice	no/tice
comic	com/ic
duty	du/ty

Spelling

Write the word *lilt* on the board. Have it pronounced and the graphemic base *ilt* identified.

Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as these:

That quilt is good and warm. quilt
 We saw a clown walk about on stilts. stilts
 Those flowers are beginning to wilt. wilt
 "Don't cry over spilt milk" is an old saying. spilt

Now ask the pupils to write *lilt* on their papers, and then write the following sequence of words as you indicate the initial consonant each time.

lilt → gilt → jilt kilt → silt → tilt

Write the following sentences on the board:

This story tells about a magic mill.
 The man wanted some salt on his egg.

Have the sentences read aloud. Call attention to the underlined words and discuss their spelling. Note the prefix *a* and the *ou* standing for the sound as in *out* in *about*; the double *g* in *egg*. Ask volunteers to use the words in other sentences.

Write the following words on the board and have them read: *gold, wood, wool, silk, white, hard, fat*. These words may then be erased or left on the board for reference according to the needs of the group.

Spelling words
 formed on
 graphemic base
 ilt

Spelling
 useful words:
 about, egg;
 words with suffixes

Dictate the following words for the pupils to write on their worksheets. Each word should be presented in a simple sentence.

gold, golden; wood, wooden; wool, woolen; silk, silken; white, whiter, whitest, whiten, whiteness; hard, harder, hardest, harden, hardness; fat, fatter, fattest, fatten, fatness

Spelling words:
salt, children,
sorry

Have the foregoing useful words entered in the list of useful words in the spelling notebooks. Write *salt*, *children*, and *sorry* on the board and have them pronounced. Discuss the spelling of the words, calling attention to the *a* standing for the unglided /o/ sound before *l* in *salt*, and the double *r* in *sorry*. Ask the pupils to write each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to the following.

The rich brother wanted some salt on his egg. salt
The poor brother's children enjoyed their Christmas supper. children
The poor brother was sorry for the frog. sorry

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

Spelling words in
dictated sentences

Read each sentence to the pupils. Then dictate it slowly and clearly as the pupils try to write it on their worksheets.

The poor family had wooden dishes.
What did you use to whiten those sheets?
All the children had warm woolen coats.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — command sentences

— uses of capitalization: holidays

Producing, recognizing, and identifying correct word order

Using, recognizing, and identifying adjectives

Producing, recognizing, and identifying complex sentence patterns using the connectives *before*, *if*, *when*, and *since*

Producing, recognizing, and identifying alphabetic sequence

Materials needed

The readers

Pocket chart, paper strips, period and question mark cards

Lined paper or notebook for each child in the group

Colored chalks

Sentence Awareness

Write the following sentences on the chalkboard.

Take this book.
Go away!

Recall with the group that there is a special kind of sentence we use when we want to tell someone to do something, and then have the pupils read the sentences on the chalkboard. "What do these sentences tell you to do? What is the special name for these sentences?"

"What punctuation marks can you find at the end of command sentences?"

Encourage the pupils to compose other command sentences, and write each one on the

Recognizing and
identifying command
sentences

chalkboard as it is given. Have the children look through the reader story and locate the command sentences.

Recognizing and
identifying uses
of capitalization:
holidays

Have the children turn to page 35 and look at the first paragraph in the story. "What special day or holiday is named in this paragraph? What do you notice about the beginning of the word *Christmas*?" Elicit that it begins with a capital letter.

Have the children give the names of other holidays. Record these on the chalkboard and note the capital letter(s) in each case.

Sentence Building

Write the following words on the chalkboard, or use the pocket chart and arrange word cards in the order given below.

are ready for getting Bears Christmas

Have the children take turns selecting the words in order and moving the cards down to the next pocket to form the correct sentence, or write the sentence on the chalkboard as the children give the words. Have the sentence read, and ask the children whether it is correct now and why it is correct. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card or write the period on the chalkboard, and then have the sentence read once more.

Continue in the same manner to have the pupils indicate the correct word order for the following scrambled sentences. Note that the first word of each sentence is not capitalized in every instance. Therefore, you should remind the pupils that it may be necessary to capitalize the first word.

1. make help beautiful Will Christmas to you us
2. have we any don't for our presents children
3. delicious make a would supper hen a

Write the following scrambled sentences on the chalkboard. Have the pupils put the words in the correct order and write the sentences on their papers. Remind the pupils to proofread their unscrambled sentences to be sure that they make sense, are spelled correctly, begin with a capital letter, and have a punctuation mark at the end.

1. rescued at frog man the once the
2. made has so your brother What rich
3. home he mill ran the then magic with
4. for is my where salt egg the
5. the could rich not the brother mill stop

Write the following exercise on the chalkboard and have the pupils read the sentences silently.

1. The man saw a happy bird.
2. The poor brother had no money.
3. The rich family had a delicious supper.
4. He sat beside the big tree.
5. The brother heard an angry, little shout.

Have a child read the first sentence aloud. "What did the man see? What word in this sentence tells us something or gives us some information about the bird?" Have a child underline the word *happy*.

"What else can you tell us about the bird? What other words can you use to give us some information about the bird?" (big, yellow, little, frightened, and so on)

Continue in a similar manner with the rest of the sentences. In each case, first ask a question that will elicit an answer identifying the verb; next ask questions that will elicit answers identifying the nouns in the sentence; and then ask questions to elicit which words are adjectives describing the particular noun. In the sentences containing more than one noun and adjective, have the pupils identify each one.

Write the following sentences on the chalkboard and have the pupils read them silently.

1. The frog did a dance.

2. The brother stole the boat.
3. He looked up at the sky.
4. The boy had a tepee and clothing.
5. The bear stayed in the lodge.

For each sentence, ask a question or questions that will elicit the noun or nouns and underline them. Ask the children to suggest a variety of adjectives to describe each of the nouns underlined, and write the suggested adjectives after each sentence. Then have the pupils rewrite the sentences on their own papers, choosing adjectives from those suggested or adding their own.

Write the following pairs of sentences on the chalkboard. Have the children silently read the sentences and the connectives on the right.

1. The poor brother asked for a hen. He went to visit his brother. before when
2. The family got all the presents ready. Christmas was coming. since if
3. The poor man saved the frog. The frog gave him the magic mill as a present.
when before
4. We will have a happy Christmas. You will come to visit us. if before
5. The rich brother stole the mill. He saw that the mill was magic. when if

Direct the children to form each pair of sentences into one sentence, using the more suitable of the two connectives. Give whatever guidance is necessary to have the children form the complex sentence. Write the newly formed sentence on the chalkboard as it is given by the pupils. Have the sentence read again, and then have the group note what changes occurred in punctuation, capitalization, and wording.

Write the sentences below on the chalkboard.

The poor man met the frog. He was on his way home. when

“Join these two sentences using the word *when*.” Record the sentence the children suggest.

The poor man met the frog when he was on his way home.

Then below it write this sentence:

When he was on his way home, the poor man met the frog.

Have the children read the two sentences. “What do you notice about these two sentences?” Elicit that the sentences contain the same words, but they are in a different order in each. Have the pupils note the position of the comma. “Do the sentences have the same meaning?”

Have the children orally rework the sentences they formed in the previous exercise, placing the subordinate or dependent clause at the beginning of the sentence. It is not necessary to use these terms with the pupils—“the sentence part with the connective” is sufficient.

Then have the children form each of the sentences below into one sentence using the connective given. Have them place the connective at the beginning of the new sentence. Write each newly formed sentence on the chalkboard. Have the sentence read again, and then have the group note what changes occurred in punctuation, capitalization, and wording.

1. The poor brother didn't get a hen for his family. He was very sad. when
2. The rich brother was greedy. He stole the magic mill. since
3. You are going to the fair. I will go with you. if
4. The black clouds came. It was a sunny day. before

Dictionary Skills

Write the list of words below on the chalkboard. Have the children establish the correct alphabetical sequence of the words. Write the words on the chalkboard in the order given by the pupils.

dance salt rescue frog mill grind left him poor brother

“How did you decide upon what order to put the words in the list?” Elicit that the alphabetic sequence of the first letters of the words was used.

Write these words on the chalkboard: bag better black

*Producing,
recognizing, and
identifying
complex
sentence patterns
using the
connectives before,
if, when, and
since*

*Producing, recognizing,
and identifying
alphabetic
sequence*

Have the children read them. "Would the first letters of these words help you put them in alphabetic order? Why not?" Elicit that since all begin with the letter "b," the initial letter is of no help.

"If the first letters of a group of words are the same, you must look at the second letters in the words to help you put them in alphabetic order. What are the second letters of these words?" Have the children underline the second letters of the words in colored chalk.

"Can you tell now if the words in the list are in alphabetic order?" Elicit that the words are in order according to the second letters in the words—*a*, *e*, and *i*.

Write the following lists of words on the chalkboard. Have the children read, discuss, and place in alphabetic sequence the words in each list.

1. day dog deep
2. after about ago
3. sun swim slip
4. paper pig play
5. fell forget fence
6. listen legs louder
7. mooing many mean
8. tossed time than

WRITING

Objectives

Learning to write the letters *A* and *C*

Writing a paragraph of several sentences; indenting; composing title

Using adjectives; writing descriptive phrases

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebook for each child in the group

The readers

Lined paper and/or notebook for Personal Writing for each child

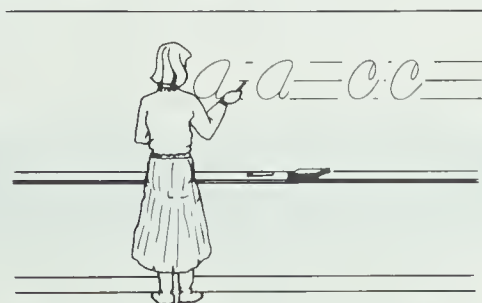
Personal Journals

Handwriting

For the second writing lesson, teach the pupils how to write the upper-case form of the letters *A* and *C*.

1. First, demonstrate the writing of the letter *A* two or three times at the chalkboard.

2. Stand with your back to the pupils and trace the letter in the air, describing the direction of each movement and the retracing. Have the pupils "draw" the letter in the air with you. The children may then make the letter in the air again as you make it on the chalkboard several times. Describe each movement as you make it.



3. The pupils may then trace the letter on their desks with their fingers; trace it in sand; or write the letter with crayons and finger paints, as suggested in the previous lesson.

*Learning to write
the letters A and C*

4. Let some pupils practice the letter at the lined chalkboard and then have all the pupils practice the letter several times on their papers. Examine the pupils's work carefully. If necessary, have the children check the models again and do more practice in the air, on their desks, and on their papers.

5. When the pupils have shown that they can write the letter correctly, have them practice the following words. Use the procedure suggested above for the demonstration and practice of the letter A. Pay particular attention to the formation of the joining strokes and give the pupils whatever guidance is necessary to form the capital letter and the lower-case combinations correctly.

Anne

April

Alberta

Teach the children how to write the upper-case form of the letter C. Follow the procedure suggested for the teaching of the letters O and A.



When the pupils can write the letter C correctly, have them practice the following words.

Curt

Christmas

Canada

Directed Writing

Recall the reader selection and ask the children what magic object was described. Then have the children recall magic objects or people in other stories they have read or heard.

With the pupils, write a cooperative chalkboard paragraph telling about magic objects or people in stories. A paragraph such as the following may be developed.

We have read many stories that tell about magic things and magic people. "The Magic Mill" tells about a mill that could grind out anything anyone wanted. In "Jack and the Beanstalk," Jack sold his cow for some magic beans. "Rumplestiltskin" is a story about an odd little man who could spin straw into gold.

*Discussing
magic objects*

*Writing paragraph
of several
sentences;
indenting;
composing title*

When you write the paragraph, indent the first sentence and have the pupils note the indentation. Explain that the first sentence of a paragraph is indented usually the space of about three or four letters. After the paragraph is completed, have the children suggest a suitable title.

Have one or more pupils read the paragraph aloud. Ask the children how many sentences the paragraph contains and elicit that all the sentences tell about the same thing. Encourage the pupils to explain in their own words how they know that all the sentences tell about the same thing.

Using adjectives;
writing descriptive
phrases

Have the pupils turn to page 36 and find the words that describe the frog (*little green frog*). Write the words on the chalkboard. Ask the children to think about the frog, what he said, how he felt, and how he moved. Then have them look at the picture of the frog on page 37 and suggest words and phrases to describe his appearance, characteristics, and movements. Some possible descriptive phrases might be *green, dancing jumper; cold, stuck, frog; angry, green frog; jumpy, cold frog; happy, grateful frog; green frog in the ice*. If the pupils have difficulty thinking of descriptions, give one or two examples and through questioning elicit some of the above phrases.

Ask the pupils to find the following “name” words in the story and read the accompanying describing words that give more information about the “name” words: house — p.38; castle — p. 39; fire — p. 38; gold — p. 38; egg — p. 39; supper — p. 38; tree — p. 38; jewels — p. 39; mill — p. 39.

Encourage the children to suggest other words to describe each “name” word. Have them write the phrases on their papers.

Creative Writing

Personal Writing

For this lesson, have the pupils write paragraphs of their own about one or more topics such as the following. Remind the pupils that the paragraphs should contain from three to five or six sentences and the first sentence should be indented. Elicit that all the sentences should be related and tell about the same thing.

My Favorite Foods
What I Like To Do on Saturdays
The Birthday Party
Animals in the Woods

The children might also enjoy composing comic-strip stories depicting events described in “The Magic Mill.” For details about comic-strip stories, see the Directed Writing lesson in the *Writing* strand for *Mr. Mugs Is Kidnapped* in Level 6, Book 1.

Personal Journal

Have the children continue making Personal Journal entries, as begun in Level 3 and continued in Levels 4, 5, and 6. Provide the pupils with notebooks or booklets for this purpose. In the Journal the children may make personal jottings, compose stories, or make pictures about events and experiences that are important to them. Unlike the procedure pertaining to Personal Writing compositions, entries in the Personal Journal are not to be marked or edited in any way. Also, the children may or may not choose to share the contents with others.

It is important to inform the parents of the purpose of the Personal Journal. That is, it provides the children with an opportunity to express themselves freely in their own way. Parents should also understand that in the journal there will probably be errors in spelling, punctuation, and sentence structure. However, through your marking and editing of Personal Writing compositions and other written work, the children will be guided in the development of language skills.

After the completion of the Personal Writing activities suggested above, provide further writing time for those children who wish to make entries in their Personal Journals.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words with suffixes *ment, en, ful, ness, less, able, er, est, ly, y*
Recognizing and identifying spelling words and words formed on graphemic base *ilt*

The Magic Mill

Decoding Skills:
Structural Analysis

Objective

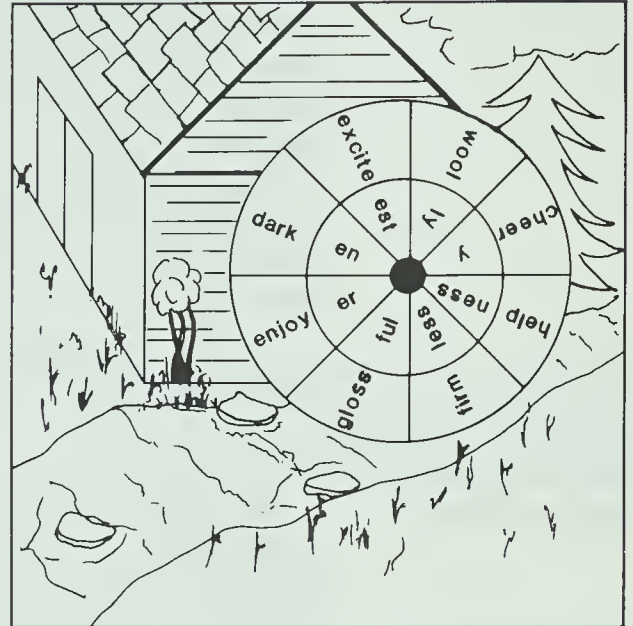
Recognizing and identifying suffixes
ment, en, ful, ness, less, able, er, est,
ly, y

Number of Players

One

Materials Needed

One "Magic Mill" board with two dials:
one dial containing root words such
as *dark, help, enjoy, wool, excite*;
one dial containing the suffixes
Lined paper for recording words



Procedure

The player rotates the mill wheel to see how many words she or he can make with the various suffixes that appear. Each word (the word must be a real word) is recorded on the sheet of paper. The player then rotates the dial behind the mill window in order to turn to a new root word, and makes new words as done before.

I Can Spell

Decoding Skills:
Spelling

Objective

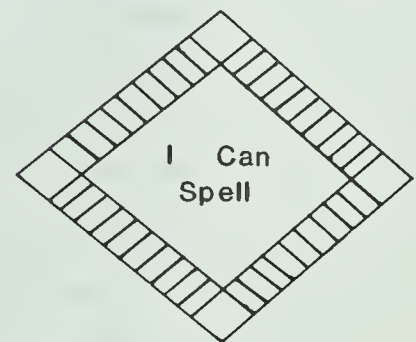
Recognizing and identifying spelling
words and words formed on graphemic
base *ilt*

Number of Players

Any number

Materials Needed

An "I Can Spell" page for each player
Markers as used in bingo
A list of spelling words and words formed on graphemic base *ilt* such as *salt, children, sorry,*
shiver, friend, animal, lilt, kilt, quilt, spilt, wilt, tilt



Procedure

The teacher or a designated pupil dictates the words, and the children print these in any spaces on their pages. The caller then re-reads the words in random order, and players place markers on the same words on their pages. The first child to cover a side calls out "I Can Spell." If all the words on this player's side are spelled correctly, she or he is the winner.

Objectives

Introducing limericks
Listening to limericks
Noting characteristics of limericks
Finding and reading limericks in poetry books
Writing limericks

Responding to Poetry

Ask the children to turn to the table of contents and find the title of the selection on page 41. After it is located and pronounced, ask the children, "What are limericks?" Let the children tell what they know about limericks.

"A poet, David McCord, has written a limerick about limericks. Listen as I read it to you to see what he has to say about it."

The limerick's lively to write:
Five lines to it—all nice and tight.
Two long ones, two trick
Little short ones, then quick
As a flash here's the last one in sight.

David McCord

Elicit from the children the information that the poem gives about the limerick. Draw their attention to the lines that rhyme. It may be necessary to read the poem more than once or print it on the chalkboard for the children.

Read the limericks on page 41 as the pupils follow in their books. "Did you like these limericks? What made them fun to listen to?"

Call attention to how the limericks adhere to the form shown in David McCord's poem—there are five lines; lines 1, 2, and 5 rhyme; lines 3 and 4 are shorter and rhyme.

Let the children find and read other limericks in books of poetry. They may wish to copy out their favorite limericks and illustrate them with humorous sketches.



INQUIRY SKILLS

- Using the table of contents
- Discussing travels in Canada
- Using a map
- Predicting; formulating the question
- Examining and discussing photographs
- Reading and discussing text
- Speculating
- Valuing
- Making a chart; a mural map
- Reporting orally; making a display
- Evaluating presentations and contributions to the group

INTEGRATIVE OPTIONS

- Field Trip—visiting a train station
- Visual Arts—making a picture collection
- Films—developing visual and auditory senses

DECODING SKILLS

LANGUAGE DEVELOPMENT

WRITING

INDEPENDENT ACTIVITIES

ALTERNATIVE STRATEGIES

Literary Appreciation**

Listening**

Listening attentively in discussions
Listening to oral reports

ENVIRONMENTAL STUDIES

Objectives

Using the table of contents
Discussing travels in Canada
Using a map
Predicting; formulating the question
Examining and discussing photographs
Reading and discussing text
Speculating
Valuing
Making a chart; a mural map
Reporting orally; making a display
Evaluating presentations and contributions to the group

Summary Chart of Research Activity

Starting Point	Question	Collecting Information	Organizing Information	Presenting Information	Evaluating	Valuing
Reading and discussing introduction to selection; looking at map of Canada	What can you learn about Canada by traveling across it?	Reading and discussing text and photos	Answering the question; making charts and a map	Reporting orally to the group	Discussing the presentation of the material	Appreciating our country

Starting Point

Using the table of contents

Have the children turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title aloud.

"On what page does this selection begin?" Have the children turn to page 42.

Discussing travels in Canada

Ask a pupil to read the text on page 43. Let the children discuss the questions posed in the text and talk about their travels in Canada in general. "Where have you traveled in Canada? What was it like there? What interesting things did you see and do on your trip? How did you travel on your trip? Have you ever taken a train trip? Tell about it. Did you enjoy it? Why? Do you think you would see more or less of the country traveling by train than the way you traveled? Tell why you think as you do."

Using a map

Have the children find the location of your community on the map in the text. Pose a series of questions like the following to familiarize the children with the map of Canada: "What province do we live in? Find it on the map. What cities in our province are named on the map? Have you ever visited these cities? If so, tell us about what you saw there. Name the provinces that border our province. Name other provinces and cities you have visited and find them on the map. Name the provinces of Canada going from west to east. Is our province a western or an eastern province? What ocean lies west of Canada? What ocean lies north of Canada? What ocean lies east of Canada? Are any lakes marked on the map in our province? What is the name of a lake? Find the Great Lakes. What are the names of these lakes?" (The children will need to refer to a more detailed map of Canada to answer some of these questions.)

Question

*Predicting
Formulating
the question*

Ask the children what kinds of things they think Emma and Andrew would see on their trip across Canada. Guide the children as they form a question as a basis for their study of the selection. The question should be worded somewhat as follows:

What can you learn about Canada by traveling across it?



When the question has been posed, write it on the chalkboard for reference as the children proceed through the selection.

Collecting Information

*Examining and
discussing
photographs;
reading and
discussing text;
using a map*

Have the children turn to pages 44 and 45, look at picture one, and read the paragraph about it. "In what city was this picture taken? Find Vancouver on the map. What province is Vancouver in? What does the paragraph tell about Vancouver? What can you learn about Vancouver by looking at the picture? What do visitors to Stanley Park learn about? What are the colorful poles in the picture called? What pictures do you see on the totem poles? Why do you think the Indians might have made these totem poles? Do you find the totem poles beautiful? Why?"

*Speculating;
valuing*

Have the children look at pictures two and three and read the accompanying paragraphs. "Where was picture two taken? Find Roger's Pass on the map. In what mountain range is Roger's Pass located? What are these mountains like? Find out what the word *trans* means. Find the Trans-Canada Highway on a road map. Have you ever traveled on the Trans-Canada Highway? Show the distance you traveled on the road map."

*Examining and
discussing
photographs;
reading and
discussing
text; using a
map*

"Look at the map to see what province Emma and Andrew are now traveling into."

"Picture four shows a place Andrew and Emma visited in Alberta." Have the children read the text for picture four. "What is the name of this park? Where is it located? What can you see in the park? Why was this park built here?" The children may need to refer to a book about dinosaurs to identify the one in the picture. "How tall do you think the dinosaur in the picture might be? Would you like to visit a place like Dinosaur Park? Why?"

Continue through the remaining pages of the selection in a similar manner. Have the children discuss the information contained in the photographs and text and any questions posed.

Organizing Information

Making a chart

Assign each child or pair of children in the group several of the provinces. For each province, the children are to make an information chart listing the facts about it they can glean from the text, such as, cities, industries, people, agriculture, physical features, and points of interest.

*Making mural
map*

Have the children work together to make a large mural of Canada. You may need to help them draw the outline of the country and the provinces. The group members responsible for each province will mark on the map as many of the facts in their information charts as possible. Photographs, pictures, symbols, and words can be used. The route traveled by the children in the story should also be marked on the mural map.

Presenting Information

Reporting orally

Have the pupils take turns presenting their projects to the rest of the group. The information charts should be read to the group and discussed and the mural contribution explained.

Making a display

The mural and information charts should then be arranged in a display.

Evaluating

*Evaluating
presentations
and contribution
to the group*

Through discussion, have the pupils evaluate various aspects of the project:

"Do you think you organized your information charts well? If not, how could they have been improved? Was the information on them complete?"

What things do you like about your part of the Canada mural? What things would you do differently if you had the chance?

Did you like the presentation you made? What were the best things about it?"

Valuing

Valuing

"What do you like about the part of Canada you live in?"

Which part of Canada would you most like to visit? Why?"

When Canada became a country over 100 years ago, the construction of a trans-Canada railway was begun at once. Why do you think this railway was so important to Canada?"

INTEGRATIVE OPTIONS

Field Trip

Visiting a Train Station. Take the group to visit a nearby railroad station. Before the trip have a discussion with the pupils about what they expect to see and what things they would like to find out during their visit. A list of questions somewhat like the following should be formulated: What is the station like? What other buildings are there? What jobs do people have at the train station? What jobs do workers have on a passenger train or on a freight train? Where do trains travel from this station? What kinds of railway cars will we see at the station?

During the trip the children are to find the answers to their questions through observation and questions they pose to the people they meet.

When the children return to the classroom have them discuss the answers they found to their questions and other interesting things they found out during their trip. Have the children make a record of their visit in the form of pictures, a mural, stories, or models.

Visual Arts

Making a Picture Collection. Have the children make a collection of pictures taken from magazines, newspapers, travel folders, calendars, and other sources for a bulletin-board display entitled "Canada in Pictures." A caption should be composed for each photo including, if possible, the site where the picture was taken.

Film Center

New Newfoundland. 14 mins. Moreland-Latchford T-226.

Québec — The Citadel City. 13 mins. Moreland-Latchford T-201.

Ottawa — Heart of a Nation. 12 mins. Moreland-Latchford T-204.

Vancouver: Pacific Gateway to Canada. 12 mins. Moreland-Latchford T-205.

West Through Canada — The Yellowhead Highway. 14 mins. Moreland-Latchford T-229.

COMPREHENSION

Using the table of contents
 Discussing the prairies
 Using a map
 Speculating; formulating questions
 Observing picture details
 Drawing inferences
 Noting the paragraph introducing the story
 Valuing
 Recalling details; verifying answers
 Noting descriptive passages and word imagery
 Reading interpretively
 Identifying the problem and its solution
 Making judgments; drawing conclusions; expressing opinions
 Discussing pioneer homes, and pioneers
 Describing character's personality
 Summarizing

INTEGRATIVE OPTIONS

Library — finding out more about western pioneers
 Music — singing songs
 Environmental Studies: Social Studies — developing map-reading skills
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words.
 Recognizing and identifying phoneme-grapheme correspondences /g/g, /g/gu, /g/gue
 Recognizing and identifying phoneme-grapheme correspondences /o/au, /o/ough, /o/aw, a before l or ll, a after w
 Recognizing and identifying phoneme-grapheme correspondences /ā/ei, /ā/eigh
 *Recognizing and identifying the changing of f or fe to v before plural form es
 Noting the number of syllables heard in words; noting stressed syllables; unstressed vowel sounds
 Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — command sentences — exclamatory sentences and phrases; noting punctuation — use of the comma between clauses similes
 Expanding sentence fragments into
 Producing, recognizing, and identifying compound sentence patterns using the connective *but*
 Producing, recognizing, and identifying command sentences
 Using, recognizing, and identifying similes
 Using, recognizing, and identifying subjects and predicates as the two main parts of sentences
 Punctuating sentences: using periods, question marks, exclamation points, and commas to separate clauses

WRITING

Learning to write the letters *D* and *M*
 Writing a paragraph of several sentences; indenting; composing title
 Discussing news articles, 5W questions; developing cooperative news story
 Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing plural forms with s, es
 Recognizing syllables in words with a single medial consonant
 Recognizing the number of syllables in words

Literary Appreciation**

Relating picture and story
 Noting descriptive passages and word imagery
 Reading interpretively
 Identifying problem in story and its solution
 Drawing inferences about story situations; about story characters
 Describing character's personality

Listening**

Listening attentively in discussions
 Listening to evaluate imagery
 Listening to interpretive reading
 Listening to identify words required in context
 Listening to identify phoneme-grapheme correspondences /g/g, /g/gu, /g/gue, /o/au, /o/ough, /o/aw, a before l, ll, a after w, /ā/ei, /ā/eigh
 Listening to note number of syllables in words
 Listening to note stressed syllables in words
 Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Discussing the prairies
Using a map
Speculating; formulating questions
Observing picture details
Drawing inferences
Noting the paragraph introducing the story
Valuing
Recalling details; verifying answers
Noting descriptive passages and word imagery
Reading interpretively
Identifying the problem and its solution
Making judgments; drawing conclusions; expressing opinions
Discussing pioneer homes, and pioneers
Describing character's personality
Summarizing
Skimming for story details
Using general books to find specific topics

Developing Pupil Inquiry

*Using the table
of contents*

Have the children turn to the table of contents and locate the title of this story. Ask if anyone in the group can read the title. If not, read it for the pupils.

*Discussing the
prairies;
using a map*

Discuss the title of the selection with the group. "What is the prairie? Where are the prairies found? What is it like on the prairies? Have you ever visited the prairies? If so, tell about it." Use a wall map to establish the location of the prairie area in Canada.

Speculating

"What do you think a prairie fire might be like?"

*Observing picture
details; drawing
inferences*

Have the children tell on what page the story begins. Have them look at and discuss the illustrations in the text. "What is happening in the picture on page 59? Do you think that this story happened long ago or in modern times? Tell why you think as you do. Try to read the picture on page 60. What can you guess about the happenings in the story from this picture?"

*Noting
the paragraph
introducing
the story*

Ask a member of the group to read aloud the paragraph that introduces the story. "What information about the story does this short paragraph give you?" As the children give their ideas, list them on the chalkboard or a sheet of newsprint. Your list should include the following items: the name of the heroine; where she and her family live; how they got there; where they came from; what their house is like; what the story tells about.

*Formulating
questions*

Ask the children what questions they would like to ask about the story. Record their questions in a question box on the chalkboard. Some examples of questions the group might ask are

What did the family do to keep safe during the fire?

What is the girl doing with the blanket?

Who showed bravery in the story?

Developing Pupil Response

*Reading;
valuing*

Have the children read the entire story silently. When they finish reading, encourage them to express their reactions to the story. "Did you like this story? Why or why not? What was your favorite part of the story?"

Refer the pupils to the questions in the question box. "Did you find the answer to your questions?"

*Recalling details;
verifying answers*

Have the pupils tell the answer to each question in their own words, and verify each answer by reading aloud the pertinent story lines. If some questions cannot be answered in the story

Noting
descriptive
passages and
word
imagery

Reading
interpretively

text or illustrations, have the children tell what they think the answers might be. Let the children check off the questions as they are answered or verified.

Ask the children to find and read aloud passages which describe the prairie fire. "To what things does the author compare the fire?" Let the children discuss each comparison's aptness and effectiveness (cloud rising like a tower; smoke cloud like one of the wicked genii; flames running like an animal; fire like a wall; flames like tongues; flames like a fiery river; sound of roaring like a lion; fire crawling over Ilse like a live creature). "How has the author made the prairie fire come alive before your eyes as you read the story?"

Have the children read the story aloud, taking turns around the group. Encourage them to read with expression, paying particular attention to the dialogue sections, for example, "How was Papa feeling in this part of the story? How would he show his feelings in his voice when he spoke?"

Synthesizing

1. "What problem did the people in the story have to face? What did they do about this problem?"

2. "What dangerous position did Ilse put herself into? How did she save herself from the danger?"

3. "Why did Ilse risk her life to save the family cow? Why do you think a cow was so important to a pioneer family? Do you think Ilse acted wisely in going back for Baldy? Why or why not?"

4. "Why did Papa take the family to the river? Why would they be safe there? What do you think Ilse's father and mother said and did when they discovered that Ilse was not with them at the river?"

5. "How did the animals in the story react to the fire? Why?"

6. "What was a sod house made of? What other kinds of houses did pioneers build? Which type of house would you rather have in a prairie fire — a log house or a sod house? Why?"

7. "What things did you learn about Ilse's character from the way she behaved in the story?"

8. "Were the members of Ilse's family discouraged and beaten by the fire? How do you know? Do you think they were the right kind of people to be pioneers? Name some characteristics that you think pioneers had to have."

Developing Comprehension, Research, and Listening Skills

Critical Comprehension. Have the children read the statements below. They are to discuss each sentence and decide whether *Yes*, Ilse did this, *Maybe*, Ilse may have done this or, *No*, Ilse could not do this. Have the children mark each sentence accordingly, and then discuss with them the reasons for their choices.

1. Ilse took care of the cow, Baldy. (Yes)
2. She took an airplane trip to visit relatives in Calgary. (No)
3. She helped her father build their sod house. (Maybe)
4. She rode in a covered wagon to Saskatchewan. (Yes)
5. She went to school in a little one-room schoolhouse. (Maybe)
6. She took care of her little brother Hans when her parents were busy. (Maybe)
7. She played with her doll Thumbelina. (Yes)
8. She watched TV with her family most nights. (No)
9. She worked in the family garden. (Maybe)

Literal Comprehension. Establish with the children that the story can be divided into 3 parts: beginning — page 55, page 56 (first four paragraphs); middle — page 56 (last paragraph), pages 57, 58, 60, 61 (paragraph ending at top of page); end — rest of page 61.

Write the sentences below on the chalkboard. Ask the children to skim the beginning of the story, read the three sentences below, and decide which best sums up this part of the story.

A big black cloud comes over the prairie.

The fire comes and Papa takes the family to safety.

Ilse and her family live in their new home on the prairies.

Have the children skim the middle and ending of the story to formulate a summarizing sentence for each one.

Identifying the problem
and its
solution

Recalling details

Drawing inferences;
making judgments;
valuing

Drawing conclusions

Recalling details

Discussing pioneer
homes; expressing
opinions

Describing
character's
personality

Drawing
inferences;
discussing
pioneers

Making judgments

Summarizing

Literal Comprehension. Write the following questions on the chalkboard or duplicate and distribute copies to the pupils. Have the pupils read each question and underline the key words. Then they are to skim the story section indicated to locate the page and paragraph containing the story details needed to answer the question. Have them write the answers on their papers, reminding them to use the key words of the question to begin each answer. The story divisions outlined in the foregoing summarizing activity will apply here as well.

- Story Beginning (pages 55, 56): 1. What does the family see heading toward them?
2. Where is the family?
3. Where does the family go? Why?

- Story Middle (pages 56, 57, 58, 60, 61): 1. Why does Ilse go back to the farm?
2. Where does Ilse take Baldy? Why?
3. How was Ilse going to wet down the barn door?
4. How does Ilse save herself from the fire?

- Story Ending (page 61): 1. What did Mama and Papa think of what Ilse had done?

Research Skills. "Imagine that you wanted to find out more information about the houses that pioneers built. You go to the card catalogue and try to find the subject cards for houses, but you find too many. What topic do you think you should look up now?" Elicit that the card for the topic "Pioneers" should then be found. Have a child do so, and then locate the books listed in the card catalogue on the shelves.

Have the children look through the table of contents and the index of the books to see what information each book contains on pioneer houses.

Go through a similar procedure to locate information about other specific topics in general books, for example, the collie in books about dogs, the Stegasaurus in books about dinosaurs, or the cow in books on farm animals.

Point out to the children that even if books on a specific topic are found in the library, a general book on a broader subject may often contain further information on that topic. Show the children library books to illustrate this.

INTEGRATIVE OPTIONS

Finding Out More About Western Pioneers. Obtain the book *The Treeless Plains* by Glen Rounds (Holiday House) that tells about sod houses, their construction, and the lives of the people who lived in them. Read sections of this book to the children.

Actual photographs of pioneers and their sod homes can be found in many history books; for example, *The Taming of the Canadian West* by Frank Rasky (McClelland and Stewart), page 96.

Let the children discuss the information in the text and the photographs.

Singing Songs. Teach the children songs people might have sung in pioneer times. Some suggestions and their sources are listed below:

"The Little Old Sod Shanty" and "The Alberta Homesteader" in *Canada's Story in Song* by Edith Fowke and Alan Mills (W. J. Gage Ltd.). Also available on record: *Canada's Story in Song*, Folkways album FW3000.

"A Paper of Pins" in *Canadian Folk Songs for the Young* by Barbara Cass-Beggs (J.J. Douglas Ltd., Vancouver).

"Red River Valley" in *Song to a Seagull* by Robert Evans (McGraw-Hill Ryerson Ltd.).

Other popular pioneer songs that you can find in many song books are "Go Tell Aunt Rhody," "Wait for the Wagon," "Shoofly Don't Bother Me," and "Skip to My Lou." The children could make up musical dancing games to play to the accompaniment of the last two songs.

Developing Map-reading Skills. The way you choose to present this map-reading exercise depends on the experience the children have had with maps. It would be best to have a large wall map of Canada posted in the classroom to refer to as well as providing each child or pair of children with an atlas. When places are named and pointed out on the wall map, the children

should find these places in the atlases, and vice versa. Review with the children or teach them how to identify rivers, and how to read legends (for highland areas) and graphic scales (to estimate distances).

Have the children recall in what province Ilse's family lived before coming to Saskatchewan. Have them locate Ontario on the map of Canada.

"Trace with your finger the route that Ilse's family might have traveled to get from Ontario to Saskatchewan. What direction did they travel? Make a list of the provinces they probably went through. Were there any large rivers they might have crossed on their trip? Did the family have to travel through any mountainous area on their journey? Estimate the distance the family traveled from Ontario to Saskatchewan."

Book Center

Fleming, Susan. *Trapped on the Golden Flyer*. Westminster.

Paul gets trapped in a train by an avalanche.

Provinsen, Alice and Martin. *The Year at Maple Hill Farm*. Atheneum.

What happens as the seasons pass on an old-fashioned farm.

Szekeres, Cyndy. *Long Ago*. McGraw-Hill.

Family scenes illustrate facets of the lives of early settlers.

Film Center

The 30 Mile Horse Contest. 15 mins. Moreland-Latchford 35-848.

The Farm. 10 mins. Moreland-Latchford 21-753.

The Home. 10 mins. Moreland-Latchford 21-748.

DECODING SKILLS

Objectives

Recognizing and identifying the names of story characters

Recognizing and identifying new words, using definition clues

Recognizing and identifying new words, using context

Recognizing and identifying the phoneme-grapheme correspondences /g/g, /g/gu, /g/gue

Recognizing and identifying the phoneme-grapheme correspondences /o/au, /o/augh, /o/aw, a before l or ll, a after w

Recognizing and identifying the phoneme-grapheme correspondences /ā/ei, /ā/eigh

*Recognizing and identifying the changing of f or fe to v before plural forms

Recognizing and identifying plural forms with s, es

Noting the number of syllables heard in words

Noting stressed syllables; the effects of stress on unstressed vowel sounds

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

*Introduction to a new element

Materials Needed

A set of cards numbered 1-7 for each pupil

A set of cards numbered 1-8 for each pupil

Duplicated worksheets for the exercise on plurals (optional)

Lined worksheets for the spelling activities

Spelling notebooks

Word Meaning

New Words: prairie, Ilse, towering, alarm, upward, Friedrich, picketed, fidgeting, Hans, halter, plunged, trampled, Baldy, loosen, sod barn, shelter, stall, tongues, encircling, surrounded, Thumbelina

Decodable Words: puzzled, against, struggled, weighted, reminding, sizzling, further

Enrichment Words: horizon, genii, darkened, smoke-blackened, smoldering

*Recognizing
and identifying
the names of
story characters*

Write the following names on the board. Give each pupil a set of cards numbered 1-7.

1. Ilse
2. Friedrich
3. Little Peter
4. Hans
5. Baldy
6. Thumbelina
7. Mama

Read the identifications below to the pupils and have them find the name of the character or thing being described and hold up the card with the number of that name on it.

Ilse's doll
The person whose name is not mentioned
The horse
The brave little girl
Papa
The baby
The cow

*Recognizing
and identifying
new words, using
definition clues*

Write these words on the board. Give each pupil a set of cards numbered 1-8.

1. prairie
2. picketed
3. fidgeting
4. plunged
5. sod barn
6. stall
7. tongue
8. encircling

Read the definitions below to the pupils. Each time have the pupils find on the board the word that is being defined and hold up the card with the number of the word on it.

A building made of thick slabs of sod instead of wood in which farm machinery, feed, and animals were kept in pioneer times.

Tied by a rope or chain to a pointed stake or peg driven into the ground.

A place in a barn or stable for one animal.

Forming a ring or circle around.

A stretch of flat or rolling land with grass but few trees.

The thing you have in the lower part of your mouth for tasting and talking.

Moving about restlessly.

Jumped or pushed hard.

*Recognizing and
identifying new
words, using context*

Write the following sentences on the board:

1. She gazed up to try to see the top of the skyscraper that towered above the street.
2. The birds were giving cries of alarm, warning of the coming danger.
3. Papa took hold of the halter and led the horse to the water.
4. The horse's big hoofs trampled the grass to the ground.
5. The hut gave us shelter from the strong winds and rain of the storm.

Have each sentence read. Call attention to the underlined word and have the pupils try to give its meaning, using other words in the sentence as clues. Give as much help as is needed.

Phonemic Analysis

Recognizing and
identifying
correspondences
/g/g, /g/gu, /g/gue

Place this sentence on the board:

I burned my tongue with that hot soup.

Have the sentence read. Call attention to the underlined word. Ask a pupil to pronounce the word. Have the final three letters identified and recall that in a few words *gue* at the end of a word stands for the same sound as *g* does. Write *sung* on the board. Have *sung* and *tongue* pronounced as the pupils listen for the final sound in each. Lead them to see that the final sound is the same in both words because of the influence of *n* in *ung* and in *ongue*.

Follow the same procedure in recalling that *gu* often stands for the /g/ sound. Use *guard* and *garden* as examples.

Write these words on the board:

dog paw cause taught ball want

Have the words pronounced. Ask the pupils if they can hear something that is the same in all these words. Elicit that the unglided /o/ sound is heard in all of them. Have each word pronounced again and the letter or letters that stand for the vowel sound identified. Call attention to *ball* and *want* and have the pupils recall that when *a* comes before / or // and when *a* comes after *w*, the *a* very often stands for the unglided /o/ sound as in *dog*.

Write the following sentences on the board:

Baldy was glad to get to her stall in the sod barn.

We saw a flock of swallows and some hawks fly by.

Dad caught the halter and led the horse to the water.

A small squirrel sat up on its haunches, holding a nut in its paws.

Dad was exhausted after washing all the family's laundry.

Have each sentence read aloud. Ask pupils to identify every word that contains the /o/ sound as in *dog* and the letter or letters that stand for the sound in each word.

Write this sentence on the board:

The wet blanket weighed so much that Ilse could hardly drag it.

Call attention to the underlined word and ask a pupil to pronounce it. Have the vowel sound identified as glided /ā/ and the letters that stand for the vowel sound identified as *igh*. Elicit from the pupils that *ei* and *igh* stand for the glided /ā/ sound in a number of words.

Write the following words on the board:

eight

weight

veil

field

reins

either

freight

neighbor

seize

friend

being

eighty

Point to words in random order. Ask the pupils to think each time how the word is pronounced. If it contains the glided /ā/ sound, they are to make the "thumbs up" sign. When the decision has been made, have the word pronounced.

Structural Analysis

Write these sentences on the board:

Two thieves broke into the house.

One _____ was caught.

Ask a pupil to read the first sentence aloud. Call attention to the underlined word and have the plural endings identified. Elicit from the pupils that the word missing from the second sentence is *thief*. Write *thief* in the blank and have the sentence read aloud.

Work in the same manner with the following pairs of sentences.

1. That plant has glossy leaves.

One _____ wilted and fell off.

2. The farmer's wife has a lot to do.

The _____ of farmers always have a lot to do.

Recognizing and
identifying changing
of f or fe to v before
plural forms

3. We heard a wolf howl.
He was calling to the other _____ of his pack.
4. Pat cut the piece of cake in half.
Two _____ make a whole.

Consider each pair of words again. Call upon pupils to tell what each word means, and how the second word of each pair is different from the first. Lead the pupils to form the generalization that some words ending in *f* or *fe* change the *f* or *fe* to *ves* to form the plural.

Warn the pupils that this does not always happen. Demonstrate with *hoof, hoofs; roof, roofs; chief, chiefs*. Point out that you have to be guided by the familiarity of the sound.

Note, too, that the change from *f* to *v* occurs only in words ending in a single *f* or *fe*. Words ending in double *f* simply add *s* to form the plural. Demonstrate with *cuff, cuffs; puff, puffs*.

Round off the lesson by writing these words on the board. Call upon pupils to add *s* or *es* to each word and spell the plural form.

life self fluff hoof

Recognizing and
identifying plural
forms with *s, es*

Duplicate the following exercise and distribute copies to the pupils for independent work.

Read each sentence and the word after it. Add *s* or *es* to the word and write it on the line in the sentence.

1. Most _____ are sandy. beach
2. Horses and cows feel safe in their _____. stall
3. The fairy gave me three _____. wish
4. There were more _____ than men at the meeting. lady
5. Janey got two _____ of candy for her birthday. box
6. I enjoy going to _____. party
7. Are _____ hard to put out.? fire
8. Dad built some _____ in the cupboard. shelf

If preferred, the sentences may be put on the board and the plural forms given by spelling.

Syllabication

Noting
the number of
syllables heard
in words

Say the following words as the pupils listen to detect the number of syllables heard in each one. Have the pupils hold up one, two, three, or four fingers to indicate the number of syllables they hear each time.

shelter	encircling	tongues	windowless
breathe	prairie	surrounded	alarm
ordinary	Thumbelina	miserable	flames

Place the following words on the chalkboard:

tower	alarm	loosen	remove
picketed	animal	collect	precious
potato	surrounded	delicious	decorate

Noting
stressed
syllables;
the
effects of
stress

Have each word pronounced and the stressed syllable underlined. Then have each word pronounced again as the pupils listen for the sounds in the unstressed syllables. Lead them to see that unstressed syllables, particularly those coming immediately before or after the stressed syllable, are pronounced so lightly that it is almost impossible to identify the vowel sounds heard in them.

Spelling

Write the following sentences on the board:

Please hold the ladder while I climb up it.
Ilse got to the stream before the fire came.

Spelling
useful words:
while, before;
plural forms
with *es*

Have the sentences read aloud. Call attention to the underlined words and discuss their spelling. Note that it is important to pronounce the beginning of *while* correctly, and to remember that the word begins with *wh* and not just *w*. Ask pupils to demonstrate the correct

pronunciation of the word. Have the prefix *be* identified in *before* and call attention to the final *e*. Ask volunteers to use the words in other sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Dictate the following words and have the pupils write them on their worksheets. The words should be presented in simple sentences, and then entered in the list of useful words.

life, lives; half, halves; roof, roofs
shelf, shelves; self, selves; hoof, hoofs
wife, wives; leaf, leaves; cuff, cuffs

Spelling words:
afternoon,
window, brought

Write *afternoon*, *window*, and *brought* on the board and have them pronounced. Discuss the spelling of the words, calling attention to the fact that *afternoon* is a compound word; to the *ow* standing for the glided /ō/ sound in *window*; to the *ough* standing for the unglided /o/ sound in *brought*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these.

The fire started in the afternoon. afternoon
The windows were blackened by the smoke. windows
Ilse brough a bucket of water from the spring. brought

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

Spelling words
in dictated
sentences

Read each sentence. Then dictate it slowly and clearly, and let the pupils try to write it on their worksheets.

Thieves stole two fur muffs.
The boys raked up the leaves all by themselves.
We saw a pack of wolves.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — command sentences

- exclamatory sentences and phrases; noting punctuation
- use of the comma between clauses in compound and complex sentences
- similes

Expanding sentence fragments into complete sentences

Producing, recognizing, and identifying compound sentence patterns using the connective *but*

Producing, recognizing, and identifying command sentences

Using, recognizing, and identifying similes beginning with *like*

Using, recognizing, and identifying subjects and predicates as the two main parts of sentences

Punctuating sentences: using periods, question marks, exclamation points, and commas to separate clauses

Materials Needed

The readers
Lined papers or pupil notebooks
Colored chalks

Sentence Awareness

Have the pupils turn to the second paragraph on page 56 and find the sentence: "Close the doors and windows while I get Little Peter!" Elicit that this kind of sentence is called a command sentence and recall with the group that a command sentence tells or commands someone to do something.

Recognizing and
identifying
command sentences

Recognizing and identifying exclamatory sentences and phrases; noting punctuation

Recognizing and identifying use of the comma between clauses in compound and complex sentences

Recognizing and identifying similes

Expanding sentence fragments into complete sentences

Have the children locate and read another command sentence on this page of the story.

Have the pupils turn to page 56 of the story and read the first paragraph. Then direct attention to the second sentence that Mama says. "What mark do you see at the end of this sentence? How do you suppose Mama felt as she said this? Read the sentence the way the exclamation point tells you to read."

Ask the children to turn to page 58 and read the third sentence.

"How do you think Ilse felt as she thought these words? What mark helps you to understand how Ilse felt? Read the words the way you think Ilse might have said them to herself."

Have the pupils find and read other exclamatory sentences and phrases in the story.

Ask the children to turn to page 55 in their texts and read the third paragraph. Have the pupils find the comma in the second sentence and recall that this punctuation mark tells readers to make a little pause, which helps them understand what they are reading. Ask a volunteer to read the sentence aloud, pausing slightly at the comma, while the others listen to find out whether the sentence is read correctly.

Write the sentence on the chalkboard, but omit the comma. Have two or three pupils read the sentence aloud without pausing after *and*. Discuss with the group that the meaning of the sentence would be less clear if a pause were not made after the first *and*, and that the sentence is very long to read with no pause. Have a child put a comma after this *and* on the chalkboard. Then ask one or more pupils to read the sentence again the way the punctuation indicates. Elicit that the meaning of the sentence is now clear, and that the length of the sentence should present no problem to the reader.

Direct the pupils' attention to other compound and complex sentences in the reader selection that contain a comma between the clauses. Have the children note the comma in each one and read it as the punctuation indicates.

Note: Omission of the comma might make the meaning unclear in some compound and complex sentences, but this will not be the case in all such sentences. You will find that not all compound and complex sentences contain a comma between the clauses, especially if the comma is not necessary for clarity of meaning or if the clauses are quite short.

Have the pupils turn to page 57 in their readers and read the second complete paragraph.

"What did the black cloud of smoke look like to Ilse?"

"What other words could you use to tell what the smoke cloud looked like?" Have several pupils suggest answers for this question using the word *like* when making their comparisons.

Sentence Building

Write the following groups of words on the chalkboard:

1. the black cloud
2. one hot afternoon
3. Ilse and Baldy
4. kept going
5. the heavy wet blanket
6. surrounded by fire

Refer to the first incomplete sentence on the chalkboard. Ask a child to read the words and have the group tell whether or not they form a complete sentence.

"Why isn't this a finished sentence?" Elicit that the three words do not tell the whole thing about the cloud. They don't tell where the cloud was or anything else about it.

"What words can you put with the words *the black cloud* to make a finished sentence?"

Write the sentence the pupils suggest on the chalkboard and underline the words *the black cloud*. Have a pupil read the resulting sentence with a finished inflection and establish that it is a finished sentence. Encourage the children to explain why the group of words is now finished.

Have the children suggest other ways they might use the words *the black cloud* in sentences. Write the sentences on the board, underlining *the black cloud* each time. With the children, read the sentences with a finished inflection and establish that they are finished sentences. The pupils might suggest sentences such as

The black cloud moved across the prairie.

Ilse saw the black cloud on the horizon.

Producing,
recognizing, and
identifying
compound
sentence patterns
using the
connective *but*

Continue in a similar manner with the rest of the groups of words. Have the children complete the last two or three sentences on their lined papers.

Write the following pairs of sentences on the chalkboard and have the children read them.

1. Little Peter was trying to free himself. Papa held his halter tightly.
2. Ilse wanted to get away from the fire. She didn't want to leave Baldy behind.
3. Ilse removed Baldy's picket chain. It was too late to reach the river.
4. The fire could burn the wooden doors of the buildings. It couldn't burn the sod walls.
5. The fire moved over Ilse. She was safe under the wet blanket.
6. Papa and Mama had been worried about Ilse. They were proud of her too.

Review with the children that they can join each pair of sentences into one sentence with the word *but*. Recall that using one sentence will sound better than using two sentences to say what they want to say, and that using one sentence will help them better understand what they are reading.

In each case, elicit the required compound sentence and write it on the chalkboard as it is given by the pupils; for example, *Little Peter was trying to free himself, but Papa held his halter tightly*. Then have the group note what changes occurred in punctuation and capitalization.

Note: Point out to the pupils that they will be reading stories and articles that contain sentences and phrases *beginning* with the words *But, And, So, and Or*. In these instances the words are used to give emphasis to what is being stated in the sentences or phrases.

Write the following sentence on the chalkboard and have the pupils read it.

Close the windows, please.

"What does this sentence tell you to do?"

"Here are two other sentences that command you to do something." Write sentences such as the following under the first one on the chalkboard.

Wait for Curt.

Get some water, please.

"Read the sentences on the board. What does the first one order or command you to do? What does the second one tell you to do?"

Have the children suggest the command sentences that might be used in the following situations:

"Papa wants Mama to get up on Little Peter's back." Responses might be "Get up on Little Peter, Mama," or "Hurry, get up on the horse's back."

"Mama wants Hans to stop crying."

"Ilse wants Baldy to follow her into the barn."

"Ilse wants Hans to help her throw water on the house."

"Papa and Mama want Ilse to tell them what happened to her."

Encourage the pupils to compose other command sentences and write them on their papers.

Write the following sentences on the chalkboard and have the children read them silently and aloud. Have the pupils tell which of the sentences are exclamatory sentences. Then have them take turns punctuating the sentences.

1. What an exciting time I had
2. Get me out of here.
3. Papa came out to look at the fire
4. Help
5. I was so frightened
6. Can I help put out the fire
7. Grab him
8. This mill is magic

After the exercise is finished, have the pupils compose two or three exclamatory sentences of their own and write them on their papers. Then have them take turns reading their sentences aloud.

Producing,
recognizing, and
identifying
command sentences

Producing,
recognizing, and
identifying
exclamatory
sentences

Using,
recognizing, and
identifying
similes
beginning with
like

Write the sentences below on the chalkboard. Ask the children to read each sentence.

The wind sounded like the howling of a lonely dog.

The fire was now like a great wall of flame.

"How is the sound of the wind described in the first sentence? What else do you think a wind might sound like?"

"What was the fire in the second sentence like? What other words could you use to describe the fire." Encourage the children to answer in sentences using the word *like*.

Refer to the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences. Encourage them to suggest a variety of similes for each sentence.

1. The frightened birds sounded like _____
2. Little Peter snorted like _____
3. The hot wind felt like _____
4. The fire danced across the dry grass like _____
5. The wet blanket felt like _____
6. The fire sizzled like _____
7. The blackened, burned trees looked like _____
8. When the danger was over, Ilse's heart was like _____

Write the following sentences on the chalkboard.

Mama laughed.

Two birds flew by.

Baldy was pulling on the chain.

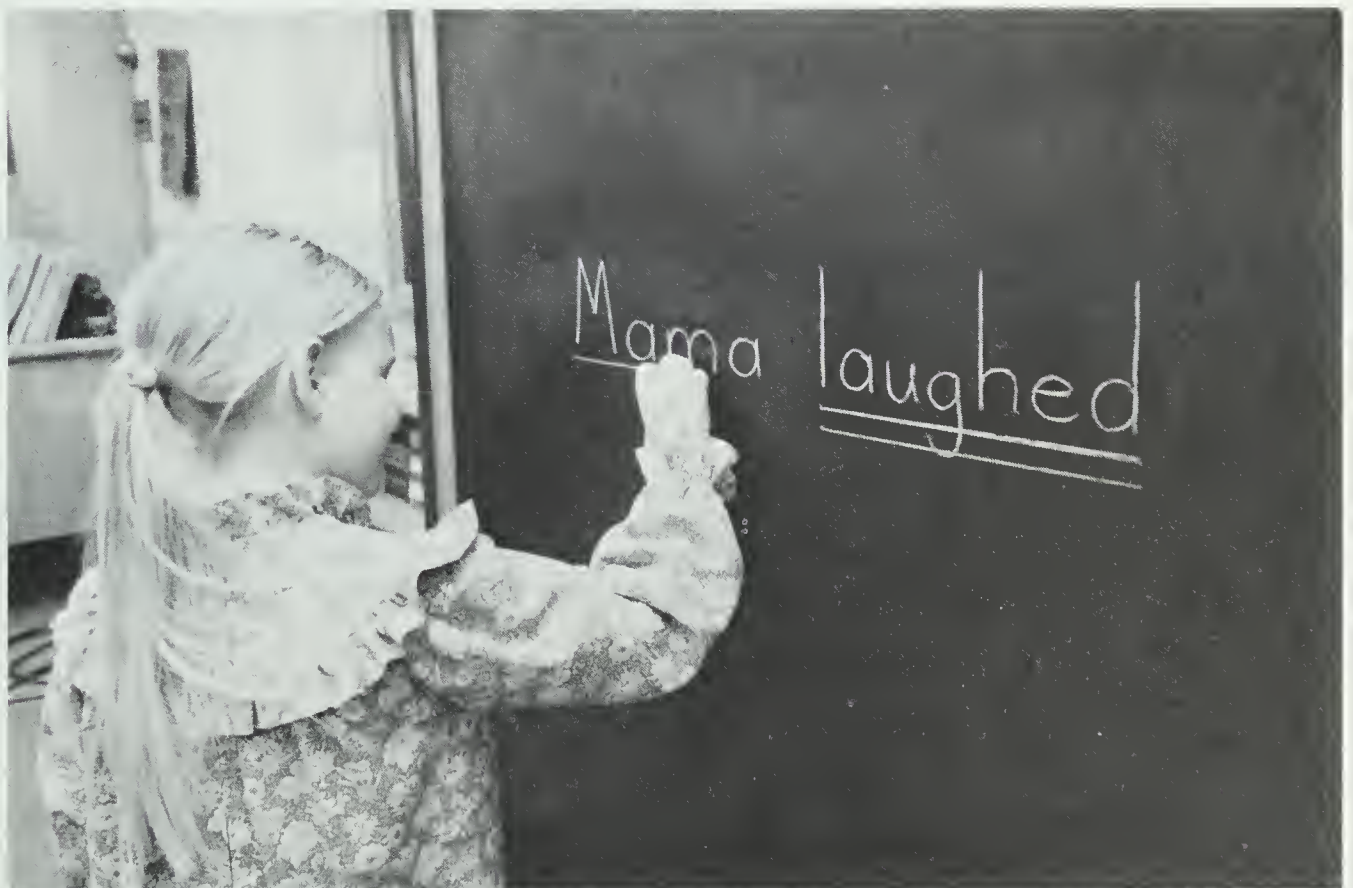
The black cloud was whirling upward.

Ilse ran quickly.

Have the children read the first sentence. "What word in this sentence tells us what someone did?" Have a volunteer draw two lines under the word *laughed* with colored chalk. "*Laughed* is the 'doing part' of the sentence."

"What word in this sentence tells us the name of someone who laughed?" Have another child draw one line under the word *Mama* with chalk of a different color. "*Mama* is the 'name part' of the sentence."

"Name parts are persons, places, or things. Is this name part a person, a place, or a thing?" Continue in a similar manner with the rest of the sentences.



Using,
recognizing, and
identifying
subjects and
predicates as the
two main parts
of sentence

Refer to the following incomplete sentences on the chalkboard.

1. Ilse
2. ran by
3. Mama and Hans
4. went to the river
5. Little Peter
6. the fire
7. grabbed the blanket

Have a pupil read the first incomplete sentence. "Is this a finished sentence? Why isn't it?"

"What part of the sentence is the word *Ilse*?" If the children have difficulty answering this question, ask instead, "Is the word *Ilse* the 'name part' or the 'doing part' of the sentence?"

"What part of the sentence is missing, the 'name part' or the 'doing part'?"

"What 'doing words' can you put with the 'name word' on the board to make a finished sentence?"

Write the words the pupils suggest after the word *Ilse* on the chalkboard and have the completed sentence read aloud. Accept a variety of "doing words" to formulate complete sentences. Write two or three completed sentences on the board and have them read aloud.

Continue in a similar manner with the rest of the incomplete sentences. You may wish to have the children complete the last two sentences on pieces of lined paper.

Note: At the early stages of developing noun and verb awareness and subject and predicate awareness, you may wish to use the words "name word," "name part," "doing word," and "doing part." If preferred, you might gradually introduce the terms *noun* and *verb* at this or the next reading level.

Punctuation

Write the following sentences on the chalkboard and have the children add the necessary punctuation. You may wish to have the pupils copy the sentences on their papers, adding punctuation as they do so. Give the pupils whatever guidance they need to complete the exercise correctly.

1. Is the fire out
2. Tom Black's house burned down
3. When the fire was over Ilse was safe at last
4. Quick Run
5. Ilse had an exciting adventure but she was glad when it was all over
6. What time is it
7. Let me go
8. A rabbit came bounding past the house

Punctuating sentences: using periods, question marks, exclamation points, and commas to separate clauses

WRITING

Objectives

Learning to write the letters *D* and *M*

Writing a paragraph of several sentences; indenting; composing title

Discussing news articles, 5W questions; developing cooperative news story

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebook for each child in the group

Chart paper

Newspaper articles

The readers

Lined paper and/or notebook for Personal Writing for each child

Handwriting

Teach the pupils how to write the upper-case form of the letters *D* and *M*.

First, demonstrate the writing of the letter *D* two or three times on the chalkboard. Then continue with the demonstration and practice procedure suggested in the first two lessons.



When the pupils have shown that they can write the letter correctly, have them practice the following words. Use the pertinent portions of the procedure suggested for the demonstration and practice of a single letter.

Daddy

December

Doctor

Teach the children how to write the upper-case form of the letter *M*. Follow the procedure suggested in the previous lessons.



When the pupils can write the letter *M* correctly, have them practice the following words.

Mama

Monday

Mr. Mugs

Miss Miller

Directed Writing

*Writing paragraph
of several
sentences;
indenting;
composing title*

With the group, develop a cooperative paragraph on the chalkboard or on chart paper on a topic related to the reader selection, a school event, a holiday event, or another area of interest to the children. For example:

Ilse had a little doll. She called her doll Thumbelina. When Ilse crawled under the wet blanket, she felt her doll beneath her. She whispered to Thumbelina and thought she heard Thumbelina whisper back. Ilse protected her doll from the fire.

When you write the paragraph, indent the first sentence and have the pupils note the indentation. Recall that the first sentence of a paragraph is indented usually the space of about three letters. After the paragraph is completed, have the children suggest a suitable title.

Have one or more of the pupils read the paragraph aloud and elicit that all the sentences are related because they tell about the same thing. Encourage the pupils to explain in their own words how they know that all the sentences tell about the same thing.

Have available several short newspaper articles describing events that involve children — special school events, sports events, animal shows, holiday events, and so on. Read and discuss the articles with the children.

Write the following questions on the chalkboard and explain (or review) that good news articles should answer these questions.

Who is in the news story?
What happened?
Where did it happen?
When did it happen?
Why did it happen?

Have the pupils find the answers to the questions in some of the news articles discussed. Explain (or review) that the questions are called the Five W questions (5W).

Develop a cooperative news story about the prairie fire and Ilse's efforts to save herself, the barn, and Baldy. As you write the story on the board or on chart paper, discuss with the group that all the sentences in a paragraph should tell about the same thing; different information about the topic or a new idea should be written in a new paragraph. Then have the children decide on a suitable headline for the story. The news story might begin somewhat as follows:

Little Ilse Saves Barn From Fire

A quick-thinking young girl saved herself and her family's barn from a fire today....

Creative Writing

Personal Writing

Suggest that the children write one or two paragraphs describing the prairie, the prairie fire, the prairie wind, the sod barn, or the sod house. Remind the children that the paragraphs should contain from three to six sentences and that the first sentence should be indented. Elicit that all the sentences should tell about the same thing. Encourage the pupils to use some of the descriptive words and phrases from the story and to include other descriptive phrases of their own. Have the pupils compose suitable titles for their paragraphs.

Some pupils might like to pretend to be newspaper reporters who heard about Ilse's courageous actions during the prairie fire and went to visit the family to get more information about their experience. Have the children write the story for the newspaper, keeping in mind the 5W questions. Have them compose headlines for the stories and think of a way to write the stories so that they look like actual news articles. Suggest that they draw "newsphotos" to go with the stories.

For further writing, have the children compose news stories about a recent school event, a birthday party, shopping experiences, or after-school activities. Suggest that the pupils write a letter that Ilse might have written to her grandmother or other relative about her experience during the fire.

Additional story starters might be
If I were Ilse, I would have...
If I were Hans, I would have...

If I were Baldy, I would have . . .
If I were the fire, I would have . . .
If I were Thumbelina, I would have . . .

Provide time for the children to share their stories and to make a bulletin-board display of their creative writing.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing plural forms with s, es
Recognizing syllables in words with a single medial consonant
Recognizing the number of syllables in words

Pick a Place

*Decoding Skills:
Structural Analysis*

Objective

Recognizing plural forms with s, es

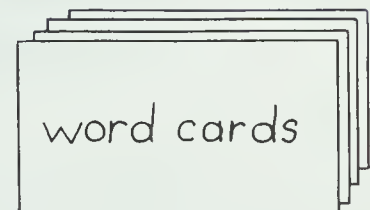
Number of Players

One

Materials Needed

Four plastic cups: each labeled s — tops; es — beaches; es — candies; es — leaves

Set of word cards containing a singular noun such as *weasel, river, barn, blanket; box, batch, grass, ash; duty, city, party; thief, calf, life, knife, self*



Procedure

The player reads the word cards and places them in the appropriate cup, according to the key word on each cup.

On Our Way

*Decoding Skills:
Syllabication*

Objective

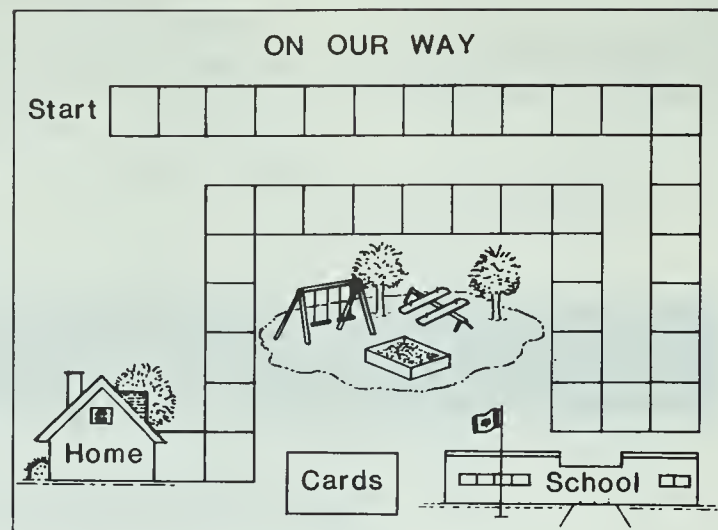
Recognizing syllables in words with a single medial consonant

Number of Players

One to Four

Materials Needed

One "On Our Way" board
 Set of four place markers
 Set of word cards with words such as *shiver, magic, legend, driven, tepee, Chinook, stolen, weasel, beside, present*. Each card has a number from one to four on the back of the card.
 Set of cards with directions such as miss a turn; take an extra turn; move ahead two spaces; go back two spaces



Procedure

Both sets of cards are combined, shuffled well, and placed face down on the board. Each player in turn takes a card from the top. If the card is a word card, the player tells where the word should be divided into syllables. If the player is correct, she or he moves ahead the number of spaces indicated on the back of the card. If incorrect, the player remains in her or his original place. If a direction card is taken, the player follows the directions on the card. The first player to reach "Home" is the winner.

Syllable Sort

Objective

Recognizing the number of syllables in words

Number of Players

One

Materials Needed

One pegboard with hooks
 Set of cards with one-, two-, three-, and four-syllable words: *interrupt, attention, lodge, creature, shivering, capture, fiercely, seize, animal, alone, mountains*

Procedure

The player hangs the card on the correct row according to the number of syllables in the word.

Decoding Skills:
 Syllabication

SYLLABLE SORT	
1 syllable	seize
2 syllable	alone
3 syllable	animal
4 syllable	ordinary

Objectives

Listening to poems
 Discussing spring
 Evaluating illustrations
 Identifying personification
 Reading interpretively; chorally
 Noting rhyme patterns
 Finding, reading, illustrating, and writing poems about spring
 Making a picture collection

Responding to Poetry

Tell the children that you are going to read three poems to them. Ask them to listen carefully to see how the poems are alike.

Read the poems while the children listen with their books closed. When you finish reading, ask, "What are these three poems about?"

"Do you like spring? What things do you like about it? How does spring make you feel? What do you like to do in the spring? What is the main way that spring is different from the other seasons? Would you call spring your favorite season? If so, why?"

Have the children open their books and look at the illustrations on pages 62 and 63. "How are these pictures suitable for poems about spring? Do you like the pictures? Why or why not? What would you have drawn if you were the artist?"

Read the poem "Just Beyond" again as the children follow in their books. "How does the poet make winter and spring seem like people? How are winter and spring's houses different from one another? Tell what you think summer and autumn's houses might look like."

Read "March" as the children follow in their books. "What things does the poet see in March? What do these things tell her? What does she mean when she says 'spring's winning'? What other things might you see outdoors that tell you that spring's winning?"

Ask volunteers from the group to read these poems aloud. "How do you think the poets were feeling when they wrote these poems? Try to show these feelings with your voice."

Have the children note the rhyming words in each poem.

"How do you feel about rainy days in the spring?" Read "April Rain Song" to the children again. "How does the poet feel about rain? Why does he love the rain? In each line the poet tells about one lovely thing he thinks about rain. What do you like about each description? Has the poet made you see rain in a different way? Has he changed your feelings about rain? Tell why you think as you do. What is your favorite line of the poem? Why?"

Let the children practice reading this poem chorally.

"Read the poems in the order they are arranged in the book to yourself. Why are the poems arranged this way? Why wasn't 'April Rain Song' first, for example?"

"Which of these poems do you like best? Tell why you picked the poem you did."

"Make a list of the spring things in these poems. Add ten or more other spring things to your list."

Have the children look through poetry books and anthologies to find other poems about spring. Let them prepare poems they particularly like, to read to the class. Let the children express their reactions to the poems presented.

The children may wish to draw pictures to illustrate one of the poems in the reader or a spring poem they read to the group. The children might also collect spring pictures and arrange a collage.

Let the children write and illustrate their own poems about spring. The list of spring things made earlier may give the children some ideas for their poems.

Post a chart with the heading, "I like spring because . . ." and ask the children to write in their individual endings for the sentence.

Let the children make a bulletin-board display of their work about spring.

COMPREHENSION

Using the table of contents
 Discussing the title
 Observing picture details
 Speculating; formulating questions
 Recalling details; verifying answers
 Identifying the problem and its solution
 Relating story idea to personal experience
 Expressing opinions; drawing conclusions
 Drawing inferences
 Valuing
 Recognizing and identifying cause-and-effect relationships
 Recognizing and identifying sequence
 Listening to recall a series of words

INTEGRATIVE OPTIONS

Mathematics — making a graph
 Picture Dictionaries — extending vocabulary by making picture dictionaries
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words, synonyms and antonyms
 Recognizing and identifying vowel sounds controlled by *r*
 Recognizing and identifying phoneme-grapheme correspondences /ou/ou, /ou/ow, /ō/ow
 Recognizing and identifying prefixes *un*, *dis*, *re*, *pre*
 Dividing words into syllables; applying syllabication to decoding
 Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — tag phrases and direct speech; noting punctuation — noting new paragraphs — abbreviations — uses of capitalization — words denoting sequence of events
 Using, recognizing, and identifying adverbs
 Producing, recognizing, and identifying complex sentence patterns using the connectives *until*, *because*, *when*, *while*, *before*, *if*
 Using, recognizing, and identifying pronouns and their antecedents
 Using, recognizing, and identifying the irregular past tenses *saw* and *seen*
 Punctuating sentences
 Alphabetizing to the second letter of words

WRITING

Learning to write the letters *E* and *X*
 Composing titles for stories and pictures
 Recognizing good story beginnings; rewriting story beginnings
 Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Bugs Book*
 See the *Spirit Duplication Masters /Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying words containing *ar*, *ir*, *er*, *or*, *ur*, *ear*, *are*, *air*
 Recognizing and identifying words with prefixes *re*, *pre*, *dis*, *un*

Literary Appreciation**

Relating picture and story
 Identifying problem in story and its solution
 Relating story idea to personal experience
 Drawing inferences about story characters
 Valuing the story

Listening**

Listening attentively in discussions
 Listening to recall a series of words
 Listening to identify vowels controlled by *r* and phoneme-grapheme correspondences /ou/ou, /ou/ow, /ō/ow
 Listening to divide words into syllables
 Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Discussing the title
Observing picture details
Speculating; formulating questions
Recalling details; verifying answers
Identifying the problem and its solution
Relating story idea to personal experience
Expressing opinions; drawing conclusions
Drawing inferences
Valuing
Recognizing and identifying cause-and-effect relationships
Recognizing and identifying sequence
Listening to recall a series of words

Developing Pupil Inquiry

*Using the table
of contents*
Discussing the title

Have the children turn to the table of contents and find the title of the next story. Ask a member of the group to read the title and tell on what page the selection begins.

"Have you ever known anyone named Ahmed? Do you know what country someone named Ahmed might come from?"

*Observing
picture details;
speculating*

Have the children turn to the selection and look at the illustrations. "What is happening in the picture on page 64? Who might be moving in? Can you find Ahmed in the pictures? What is happening in Ahmed's class on page 68? Why do you think the teacher might be giving Mr. Mugs a piece of sandwich on the last page?"

*Formulating
questions*

"Do you have any questions you would like to ask about this story?" Record the children's questions in a question box somewhat like the following:

Is Ahmed friends with Curt?
What is Mr. Mugs doing in Ahmed's classroom?
Is Mr. Mugs getting a reward at the end of the story?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

*Reading
Reacting to story*

Have the children read the story silently. When they finish reading, take time for their reactions and discussion.

Refer the children to the question box and have the questions read orally. "Did you find the answers to your questions?"

*Recalling details;
verifying answers*

Have the pupils tell the answer to each question in their own words and verify each answer by reading aloud the pertinent story lines.

Synthesizing

*Identifying the problem
and its solution*

1. "What problem did Ahmed have in this story? How did Mr. Mugs help him solve his problem?"

*Relating story idea
to personal
experience*

2. "Tell about a time when you felt out of place and shy like Ahmed did in this story. What did you do about your feelings?"

Recalling details

3. "What country had Ahmed come from? What countries did the other children in Mrs. Greco's class come from? Find these countries on a map."

*Recalling details;
expressing opinions*

4. "What things did Ahmed and his classmates learn in Mrs. Greco's class? Is there a special class like this in your school? Why is a class like this a good idea for children who are new to Canada?"

Drawing inferences

Valuing

Valuing

5. "Why do you think the children in Ahmed's class weren't shy about speaking English when Mr. Mugs came to visit?"

6. "What did you think of Mrs. Greco's actions in the story? Do you think she was a good teacher? Why or why not?"

7. What ways can you help children new to our country or our class feel at home?"

Developing Comprehension, Research, and Listening Skills

Recognizing and identifying cause-and-effect-relationships

Critical Comprehension. Write the following sentences on the chalkboard. Have the children read each sentence and establish which part of it tells "why something happened," or the cause. Then ask pupils to go to the chalkboard to underline the part of the sentence that tells "what happened."

1. Curt and his friends stopped their game because they wanted to watch the movers.
2. Ahmed was afraid so he stayed in his house.
3. Since he liked dogs, Ahmed wanted to make friends with Mr. Mugs.
4. The children in Mrs. Greco's class were shy so they didn't speak.
5. Because Curt had forgotten his books at home, Mr. Mugs took them to the school.

Recognizing and identifying sequence

Literal Comprehension. Write the following exercise on the chalkboard. Have the children read each group of sentences and decide in what order the events occurred. Have the children number the sentences 1, 2, and 3 accordingly. Then have the children underline the time words that helped them order the ideas.

- 2 Next the movers carried furniture and boxes into the house.
- 1 First the moving truck stopped in front of the house.
- 3 Finally the truck was empty and the movers drove away.
- 3 After that Ahmed decided to play by himself.
- 2 But soon he saw that they were laughing at him because he couldn't speak English.
- 1 At first Ahmed tried to make friends with the children near his uncle's house.
- 2 Then Mr. Mugs visited Ahmed's class.
- 1 At the beginning the children in Ahmed's class were shy and quiet.
- 3 Soon all the children were talking about Mr. Mugs.

Drawing conclusions

Critical Comprehension. Write the exercise below on the chalkboard or distribute copies of it to the children. The children are to read each short paragraph, and then underline the sentence that draws the best conclusion.

1. One day Curt saw a family moving in next door. He hoped that they would have a boy or girl his age. He watched to see if there were any children as they moved in.

Curt didn't have any friends.
Curt wanted to make a new friend.
Curt didn't like girls.

2. The children near his uncle's house hadn't liked Ahmed. Ahmed couldn't speak English so they wouldn't play with him. They had laughed at him and called him names.

Ahmed didn't want to play with them anyway.
The children didn't know him.
Now Ahmed was afraid to try to make new friends.

3. The children in Ahmed's class were all new to this country. They could not speak much English, and they could not speak one another's languages. They all felt shy and awkward.

Mrs. Greco, their teacher, found it hard to get them to relax and try to speak English.
Mrs. Greco didn't teach them any new words in English.
They didn't like making new friends.

4. One day Mr. Mugs came into Mrs. Greco's class. Ahmed knew Mr. Mugs and introduced him to the class. Soon everyone was petting Mr. Mugs and talking to him in English. When Mrs. Greco saw this, she wanted Mr. Mugs to visit her class every day.

She liked dogs.
 She wanted to write stories about him.
She saw that he was helping the children.

Listening to
 recall a series
 of words

Listening. Begin a sentence and go around the circle, having each child repeat the sentence as it stands and add one element to it. For example, you could begin, "When Ahmed went to school he took along a pencil." The first child will repeat the sentence and add perhaps, "an eraser." The next child repeats the original sentence, the words *an eraser*, and adds the words *a ruler*, for example. This continues on around the circle.

Other sentence beginnings you could use are

Mr. Mugs likes to eat . . .
 Curt, Ahmed, and their friends like to play . . .
 The children in Ahmed's class came from . . .

INTEGRATIVE OPTIONS

Mathematics

Making a Graph. Have the group do a survey to find out the lands of origin of the children in the class. If very few of the class members were born outside Canada, it may be necessary to go back a generation or two.

Then have the children make a bar or line graph to illustrate the results of their survey.

Class Visitors

Expanding Horizons through Class Visitors. You could arrange to have members of various ethnic groups in your community visit the class and give talks about their homeland and their experiences when they first came to Canada. Pictures, slides, films, records of folksongs, craft demonstrations and/or displays, special foods and recipes, or games could be part of this activity.

Picture
 Dictionaries

Extending Vocabulary by Making Picture Dictionaries. Simple picture dictionaries of various languages could be made by the children. They could get the words and phrases for their dictionaries from class visitors, children in the school, their family, neighbors, or friends.

The book *Jambo Means Hello — Swahili Alphabet Book* by Muriel Feelings (Dial Press) will give the children ideas on how to set up the pages in their dictionaries.

In order to make such things as clothing, homes, vegetation, buildings, countryside, as authentic as possible in their illustrations, the children will need to do research about the countries in which these languages are spoken.

When each child has finished his or her dictionary, ask him or her to read the word or phrase on each page to the group and talk briefly about the accompanying drawing.

Book Center

Clifton, Lucille. *All Us Come Cross the Water*. Holt, Rinehart, & Winston.

A black boy learns to appreciate his heritage.

Nye, Loyal. *What Color Am I?* Abingdon.

Teaches that all skin tones are beautiful.

Uchida, Yoshiko. *The Birthday Visitor*. Scribners.

A minister visiting from Japan unexpectedly makes Emi's birthday very special.

Film Center

What's a Coward — A Drama. 15 mins. Moreland-Latchford 31-830.

People are Different and Alike. 10½ mins. Coronet 1745.

Boy of India: Rama and His Elephant. 10½ mins. Coronet 925.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context
Recognizing and identifying new words, using synonyms and antonyms
Recognizing and identifying vowel sounds controlled by *r*
Recognizing and identifying the phoneme-grapheme correspondences /ou/**ou**, /ou/**ow**, /ō/**ow**
Recognizing and identifying prefixes *un*, *dis*, *re*, *pre*
Dividing words into syllables; applying syllabication to decoding
Observing the spelling of useful words
Observing the spelling of spelling words
Spelling words in dictated sentences

Materials Needed

A set of cards numbered 1-8 for each pupil
Duplicated worksheets for the exercise on synonyms and antonyms (optional)
Duplicated worksheets for the exercise on the /ou/**ou**, /ou/**ow**, /ō/**ow** correspondences (optional)
Lined worksheets for the spelling activities
Spelling notebooks

Word Meaning

New Words: *Ahmed, furniture, curtains, months, English, Mrs. Greco, China, recess*

Decodable Words: *uncle, sandwich*

Enrichment Words: *Pakistan, Marguerita*

Give each pupil a set of cards numbered 1-8. Write the following words and sentences on the board.

1. Ahmed
2. furniture
3. curtains
4. months
5. English
6. Mrs. Greco
7. China
8. recess

Mr. Mugs could understand only ____ words.

Tables, chairs, and other pieces of ____ were packed in the van.

Ahmed's teacher was ____.

We played tag in the schoolyard during ____.

Who made the ____ for the kitchen window?

There are twelve ____ in a year.

The boy next door was called ____.

Some children in Mrs. Greco's class came from a faraway country called ____.

Have the pupils read each sentence to themselves, find on the board the word that belongs in the sentence, and hold up the card with the number of the word on it. When a word has been selected, write it in the blank in the sentence. Have the completed sentence read aloud, to be sure it makes sense with the word in it. Then discuss with the pupils the word or words in the sentence that helped them to know which word to select.

Duplicate the following exercise and distribute copies to the pupils for independent work.

*Recognizing
and identifying
new words, using
context clues*

*Recognizing
new words, using
synonyms
and antonyms*

Read each pair of words. If the two words have the same meaning, or almost the same meaning, write *S* on the line between them. If the two words have opposite meanings, write *O* on the line between them.

prairie _____ mountain	fiercely _____ gently
curtains _____ drapes	shiver _____ shake
upward _____ downward	seize _____ grab
loosen _____ tighten	precious _____ worthless
encircle _____ surround	grateful _____ thankful

Now write sentences using two of the pairs of words to show their meanings.

If preferred, the word pairs may be written on the board and the responses given orally.

Phonemic Analysis

Write these words on the board:

car for fern girl burn learn word care stairs

Have each word pronounced and the vowel or vowels and *r* that stand for the sound heard identified. Elicit from the pupils that the words *fern*, *girl*, *burn*, *learn*, and *word* all have the same vowel sound despite their different spellings.

Write the following words and sentences on the board.

fern The girl heard a bird singing early this morning.
car I was startled when I saw a dark shape in the yard.
for She sat on the porch one morning and read a story.
fern The furniture and the curtains are worth a lot of money.
care Clare stared at the man who repaired the chairs.

Call upon pupils to read each sentence and pronounce the key word before the sentence. Have all the words in the sentence that have the same vowel sound as the key word identified and underlined.

Write the following words on the board: *out*, *cow*, *crow*. Have the words pronounced and elicit from the pupils that *ow* sometimes stands for the sound heard in *out* and sometimes stands for the glided /ō/ sound heard in *crow*.

Distribute copies of the following worksheet to the pupils for independent work.

Read each word in Column A. Then find in Column B a word that rhymes with it and write its number on the line.

Column A	Column B
_____ tower	1. proud
_____ house	2. browned
_____ crowd	3. flower
_____ found	4. fellow
_____ grown	5. mouse
_____ yellow	6. power
_____ down	7. own
_____ blow	8. clown
_____ flour	9. snow

If preferred, the words may be written on the board and the responses given orally.

Structural Analysis

Write these words on the board:

unhappy dislike reread prepay

Have each word read and the prefix and root word identified. Ask volunteers to use the words in oral sentences.

Recognizing
and identifying
vowel sounds
controlled by r

Recognizing and
identifying
correspondences
/ou/ou, /ou/ow, /ō/ow

Recognizing, and
identifying
prefixes
un, dis, re, pre

Place these sentences and words on the board.

1. The ____ boy didn't even say thank you. grateful
2. Mr. Mugs ____ Mrs. Greco's class many times after that first visit. visited
3. I didn't like my story so I ____ it. wrote
4. We are adding ____ to words. fixes
5. The children ____ a bag of gold. covered
6. Ahmed was afraid the children would be _____. friendly
7. Dad ____ the oven while he mixed the cake batter. heated

Have each sentence read. Let the pupils decide which prefix should be added to the word after the sentence to make it fit the sentence. When the prefix has been selected, add it to the word and write the resulting word in the sentence. Have the completed sentence read to be sure it makes sense.

In sentence 5, prefixes *dis*, *un*, and *re* could all be added to *covered*. Use all three in the sentence and discuss with the pupils the meaning each prefix imparts to the word and the sentence — *discovered* implies that the children happened upon the bag of gold; *uncovered* implies that the children were digging or rummaging for something and turned up the bag of gold; *recovered* implies that a bag of gold was lost or stolen and the children got it back.

Syllabication

Dividing words
into syllables;
applying
syllabication
to decoding

Write the following words on the board:

picket	river	schoolyard	rabbit	trample
movers	Peter	displease	however	curtains

Call upon pupils to pronounce each word, tell where it should be divided into syllables, and explain why it should be divided in that way.

Now write these unfamiliar words on the board:

salad certain awoke bacon racket fielder

Have the children decode the words by dividing each one into syllables, considering each syllable separately, and putting the syllables back together again. As each word is successfully decoded, have the pupils tell in which sentence below the word belongs.

1. John likes ____ and eggs.
2. I'm ____ I've seen that girl before.
3. Pat had ham and potato ____ for lunch.
4. The ____ caught the ball and threw it to third base.
5. Mom ____ for work very early this morning.
6. The children made such a ____, they woke the baby.

Spelling

Write these sentences on the board:

"Someone's moving in next door," said Curt.

"Maybe they'll have a boy or girl my age," he thought.

Have the sentences read. Call attention to the underlined words and discuss their spelling with the pupils. Ask several pupils to pronounce the word *next*, making sure the /t/ sound is heard at the end. Stress that it is important to pronounce the word correctly, to remember that there is a *t* at the end. Note that *maybe* is a compound word and have the two parts of the compound identified. Ask pupils to use the words in other sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Write *cow*, *out*, and *crow* on the board and have them pronounced. Then have the pupils try to write the following words on their worksheets. The words should be presented in simple sentences. Then have the words entered in the list of useful words in the spelling notebooks.

cow, how, now, down, owl
out, shout, about, round, loud
crow, show, blow, snow, grow

Spelling
useful words:
next, maybe;
words with /ou/ou,
/ou/ow, /ō/ow

Spelling words:
month, sure,
because

Write *month*, *sure*, and *because* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the *o* standing for the /u/ sound in *month*; the *s* standing for the /sh/ sound in *sure*; the prefix *be*, the *au* standing for the /u/ sound, the *s* standing for the /z/ sound, and the final *e* in *because*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as these:

My birthday is next month. month

I'm sure that's the right thing to do. sure

Ahmed is happy because he has friends. because

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

Read each sentence to the pupils. Then dictate it slowly and clearly. Let the pupils try to write the sentence on their worksheets.

How can you get down out of that tree?

Tell me about the pet crow.

I'll show you how to make a snowman.

Spelling
words in
dictated
sentences



LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — tag phrases and direct speech; noting punctuation

— noting new paragraphs

— abbreviations

— uses of capitalization

— words denoting sequence of events

Using, recognizing, and identifying capitalization

Using, recognizing, and identifying adverbs

Producing, recognizing, and identifying complex sentence patterns using the connectives *until, because, when, while, before, if*
 Using, recognizing, and identifying pronouns and their antecedents
 Using, recognizing, and identifying the irregular past tenses *saw* and *seen*
 Punctuating sentences: periods, question marks, quotation marks, exclamation points, commas to separate clauses and in direct speech
 Using, recognizing, and identifying abbreviations
 Alphabetizing to the second letter of words

Materials Needed

The readers
 Colored chalks
 Lined papers and/or pupil notebooks

Sentence Awareness

Recognizing and
 identifying tag
 phrases and
 direct speech;
 noting punctuation

Noting new
 paragraphs

Have the pupils turn to page 64 in their texts and read the second paragraph.

“Who is speaking in this part of the story? How do you know? Read the words that tell us.”

“Turn to page 66. Who is speaking in the second paragraph on this page? How do you know?”

“Now read the next paragraph. Who is speaking?”

“Read the paragraph on page 67. Who is speaking in this part of the story?”

“What did Mommy say? Read the exact words that she said.” Have one or two volunteers read Mommy’s words, while the other children listen to be sure that only direct speech is included in the reading.

“How do you know that these are the words that Mommy said?” Elicit that the “said” phrase and the quotation marks at the beginning and end of Mommy’s words tell readers exactly what she said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. Elicit that the word *said* is not the only word that identifies speakers and speakers’ words. In this story the words *asked, answered, called, and shouted* are also used to identify speakers.

Recall that the “said” phrase can come at the end, at the beginning, or in the middle of what is said. Have the pupils find specific examples in this and the previous two stories. In each example, have the pupils note the position of the comma and other punctuation marks.

Refer to specific paragraphs on page 65 of the story and review that a group of two or more sentences, telling about the same thing, is called a *paragraph*. Have the pupils note that the first sentence of each paragraph is indented.

Have the pupils turn to the third page of the story and ask them to find the sentences that are indented. Elicit that each indentation indicates the beginning of a new paragraph. “How many paragraphs are on this page?”

Have the children read the first paragraph on the page and tell what happens in it. Then ask them to read the second paragraph and tell what information it gives.

“Why do you think the writer divided this part of the story into two paragraphs instead of making it one paragraph?” Elicit that a break is necessary to show the change of time and place (from in front of Ahmed’s house to later at Curt’s place), the change of characters (from Curt and Ahmed to Curt and his mother), and to draw attention to a character’s speech.

Discuss the reasons for the paragraphing on the rest of this page in a similar manner. Have the children note that each time a new speaker, situation, or story character is introduced, a new paragraph is begun.

Ask the children to turn to page 66 in their readers to find an abbreviation and name in the text. When the children have located the name *Mrs. Greco*, write it on the chalkboard.

Have the pupils suggest some other abbreviations and names that they know well, such as Mr. Mugs, the names of teachers in the school, the names of streets, and so on. Write these names on the chalkboard under the first name. Recall with the pupils that *Mr.* and *Mrs.* are short ways of writing the longer words, they begin with capital letters because they are parts of names, and they always end with periods.

Recognizing
 and identifying
 abbreviations

Recognizing and
identifying uses of
capitalization

Have the children turn to page 66 of the story and find the capitalized words in the fourth paragraph. Elicit that capitalization occurs at the beginning of each sentence, at the beginning of the names *Ahmed*, *Curt*, and *Mrs. Greco*; at the beginning of the names of the countries *Canada*, *Italy*, *China*, and *Holland*; and at the beginning of the name of the language, *English*. Encourage the children to explain in their own words the reasons for the capitalization of these words.

Direct the children to turn to their readers again and read the second complete paragraph on page 65.

"What happened in the part of the story you just read?"

"What word in the second sentence tells you that Ahmed's family bought their house after they had lived with his uncle in another city for a time?" (until)

"Now turn to page 67 and read the paragraph on this page."

"Curt rushed off to school and his mother saw his books beside the door. What word tells you *when* Mommy saw the books?" (Later)

"Now read the first paragraph on page 68."

"What word at the beginning of this paragraph tells you that by the time Mr. Mugs reached the schoolyard it was empty?" (When)

Have the pupils read the last paragraph on this page. "What happened in this part of the story?"

"What word tells you when the children began to crowd around Mr. Mugs? (Soon). Read aloud the sentence that tells about the children crowding around. How will you say the word *soon*?"

Recognizing and
identifying words
denoting sequence
of events

Sentence Building

Write the following sentences on the chalkboard and have the children read them silently and aloud.

1. mr. mugs met ahmed at school.
2. ahmed and his family had come to canada from pakistan in november.
3. mrs. greco was ahmed's teacher.
4. she wanted to help the children learn to speak english.
5. how long have you lived in canada?
6. on friday afternoon i took mr. mugs on a picnic.
7. when i met curt, i knew i would like him.
8. i come from new brunswick.

Have the children take turns inserting the necessary capitalization on the chalkboard. Colored chalks may be used. When the exercise is finished, have the pupils read the sentences aloud again.

Write the following exercise on the chalkboard. Have the children read silently the words at the top and each sentence below. Have the children find the "doing word(s)" in each sentence, and then choose a word or words from the list that will tell *how* about the "doing word." Tell them to read the sentence silently to themselves to see if the word chosen tells *how* about the "doing word(s)" and also makes sense in the sentence. Then have the children take turns completing the sentences orally.

quickly excitedly slowly fiercely loudly carefully quietly

1. Ilse ran _____ out of the burning house.
2. Coyote crept _____ into the bear's lodge.
3. "Who dares to come into my lodge?" roared the bear _____.
4. "Help! Get me out of here!" yelled the frog. _____.
5. The children laughed and talked _____ whenever Mr. Mugs came to their classroom.
6. _____ the poor brother walked home to his family.
7. The prairie chicken _____ picked out the stitches in the bag.
8. During the storm the wind howled _____.
9. _____ Mr. Mugs ran to school with the books.
10. The rich brother slipped _____ into the house and took the magic mill.

Using,
recognizing, and
identifying
capitalization

Using,
recognizing, and
identifying
adverbs

Producing,
recognizing, and
identifying
complex sentence
patterns using the
connectives until,
because, when,
while, before, if

Write the following exercise on the chalkboard. Have the pupils read silently each pair of sentences and the connectives at the top.

until because when while before if

1. Ahmed was shy. He didn't want to play with the other children.
2. All the children in Ahmed's class were shy and quiet. Mr. Mugs came to visit them.
3. Ahmed's family lived with his uncle. They bought a new house.
4. Mr. Mugs came to school. All the children wanted to talk to him.
5. The children ran and played with Mr. Mugs. They became tired.
6. The weather is nice tomorrow. We will go swimming.
7. Curt and his friends watched. The moving men carried things into the house.

Recall with the children that they can join each pair of sentences into one sentence with a connective from the list. Elicit that using one sentence will sound better than using two sentences to say what they want to say and that using one sentence will help them better understand what they are reading. Using one sentence will also often enable the children to say what they want to say in a shorter way. Remind the children that the connective can appear at the beginning or in the middle of the sentence.

In each case, elicit an appropriate connective, and then write the complex sentence on the chalkboard as it is given by the pupils. For example, *Because Ahmed was shy, he didn't want to play with the other children.* Then have the group note what changes occurred in punctuation and capitalization.

Write the following pairs of sentences on the chalkboard and have the children read them silently and aloud. In each pair, direct the pupils to insert a pronoun in the blank space to replace the underlined noun(s) in the first sentence. The entire exercise may be done on the chalkboard, or the pupils may complete the last two or three parts on their lined papers.

1. Curt and his friends saw the moving truck. ____ watched the movers carrying things.
2. Curt wanted to be friends with Ahmed. ____ waved at Ahmed and said, "Hi!"
3. Mrs. Greco has a special class at school. ____ helps children learn to speak English.
4. Danielle and I are in Mrs. Greco's class. ____ walk to school together every day.
5. Mommy saw Curt's books by the door. ____ asked Mr. Mugs to take ____ to school.
6. I saw Ahmed on my way to school. ____ and I walked together.

Write the following pairs of sentences on the chalkboard and have the pupils read them silently and aloud. In each pair, have the pupils identify the pronoun in the second sentence, and then underline the corresponding antecedent in the first sentence.

1. Today Jan went to a new school. She met many children there.
2. The children took the bats and balls. Then they played baseball in the schoolyard.
3. Curt and I are going for a hike tomorrow. We will take along a lunch.
4. Mr. Mugs likes children. He also likes cats and frogs.

To reinforce correct usage of the past tenses *saw* and *seen*, ask the children questions such as the following and have them answer in complete sentences using the correct verb forms.

- "What did Curt and his friends see at the beginning of the story?"
"What kinds of things did they probably see the movers carrying?"
"Have you ever seen a moving truck on your street?"
"What have you seen a dog carry in his mouth?"
"What did you see in the picture on page 68?"
"What animals have you seen in a school room?"
"What did you see Mrs. Greco give Mr. Mugs in the last picture in the story?"

Punctuation

Write the following sentences on the chalkboard and have the children read them silently and aloud.

1. Ahmed asked What time is it
2. When Mr. Mugs reached the school the schoolyard was empty

Using,
recognizing, and
identifying
pronouns and their
antecedents

Using,
recognizing, and
identifying
the irregular
past tenses saw
and seen

Punctuating
sentences:
periods, question
marks, quotation
marks, exclamation
points, commas to
separate clauses
and in direct
speech

3. Look out yelled Curt
4. Mr Mugs went to Ahmed's classroom
5. Come to my house said Jan
6. Because the children in her class didn't talk Mrs Greco was worried
7. I guess there isn't a boy Curt said sadly
8. What a big bear

Guide the pupils as they take turns inserting the correct punctuation marks in the first four sentences. Have the children copy the remaining sentences on pieces of lined paper and punctuate them independently.

*Using,
recognizing, and
identifying,
abbreviations*

With the group, formulate a list or chart of abbreviations. Encourage the children to suggest abbreviations they have seen in stories and articles, on charts and envelopes, and so on. The list should include St., Ave., Rd., Dr., days of the week, names of months, and the name of your province. Have the children say each abbreviation as you write it and elicit from the group why a capital letter and a period are used in each one.

Keep the list of abbreviations on the chalkboard, or display the chart for handy reference during writing activities.

Dictionary Skills

*Alphabetizing to
second letter of
words*

Write the lists of words below on the chalkboard. Have the children establish the correct alphabetic sequence of the words in each group. If necessary, remind them that when they alphabetize words beginning with the same first letter, they must refer to the second letters in the words to establish the correct order.

animal are about
onto oh out odd

Have the pupils establish the correct sequence of each group of words below and write them on their lined papers in alphabetical order.

1. begin barn bird
2. choose cycle center
3. either excited enough
4. put place prairie pet
5. if ink ice it
6. took tepee tiger tree
7. suet smart soon stilts
8. dog duty dinosaur desk

WRITING

Objectives

Learning to write the letters *E* and *X*

Composing titles for stories and pictures

Recognizing good story beginnings; rewriting story beginnings

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebooks

The readers

Lined paper and/or notebooks for Personal Writing

Newspaper and magazine pictures

Paints, paper for paintings

Personal Journals

Handwriting

Teach the pupils how to write the upper-case form of the letters *E* and *X*.

First, demonstrate the writing of the letter *E* two or three times on the chalkboard. Then continue with the demonstration and practice procedure suggested in the first two lessons.



When the pupils can write the letter correctly, have them practice the following words. Use the pertinent portions of the procedure suggested for the demonstration and practice of a single letter.

Column 1

Edmonton

Egbert

Column 2

Elisabeth

Teach the children how to write the upper-case form of the letter *X*. Follow the procedure suggested in the previous lessons.



When the pupils can write the letter *X* correctly, have them practice the following words.

Column 1

Xeray

Xenophone

Column 2

Xerox

Directed Writing

Write the following titles on the chalkboard and have the pupils read them.

Mr. Mugs in the Schoolyard
Curt and His Friends
Curt's Forgotten Books

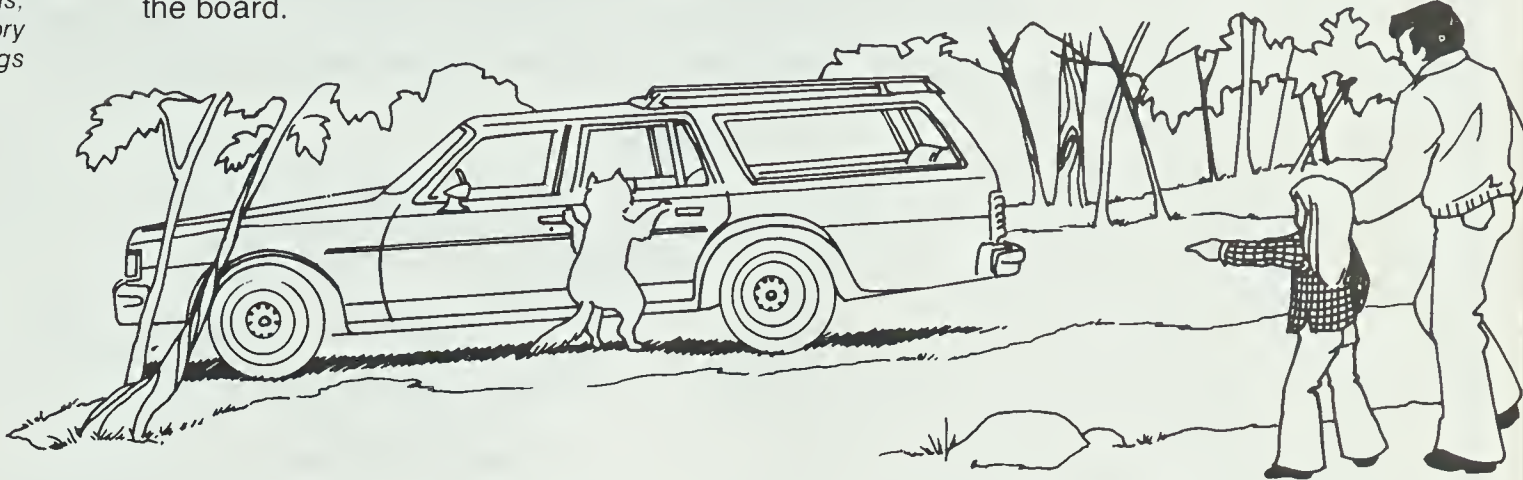
Direct the children to reread page 67 of the story. Then ask them to identify the phrase that makes the best title for this part of the story. Have the pupils give reasons for their choice.

Have the pupils turn to one of the pictures illustrating the reader selection. Briefly recall the events depicted and with the group, decide on a suitable title for the picture. Have the children make up titles for some of the other pictures in this and previous stories and write the titles with the page numbers on their papers.

Refer to various large photographs and other pictures in the classroom and have the pupils compose titles for them. Write the titles on the chalkboard or have the pupils write them on their papers.

Draw a picture such as the following on the chalkboard and write the two story beginnings on the board.

*Recognizing good
story beginnings;
rewriting story
beginnings*



Marguerita was a girl about eight years old. She liked to ride her bike and she liked to go swimming. Most of all she loved to go hiking. Sometimes she went hiking with her mother and father and sometimes with her hiking club. One day her father took her for a hike in the woods. They had fun walking and looking for different kinds of birds. Soon it was time to go back to the car.

Marguerita was an eight-year-old girl who loved riding, swimming, and most of all, hiking. One afternoon Marguerita and her father were coming back from a hike in the woods. When they got near their car, they saw a fox standing on his hind legs and looking in the car window.

Have the children look at the picture and read the two story beginnings. With the group, decide which paragraph is more interesting and makes a better story beginning. Encourage the pupils to give reasons for their choice. Elicit that the second paragraph tells about the important things in the story (who, where, when) and also tells about the problem in the story. It tells about something interesting or exciting. Then have the children discuss the reasons why the first paragraph is not as good a story beginning as the second one. Elicit that the first paragraph tells unimportant or extra things about Marguerita and the story, and it does not tell about the problem in the story.

In a similar manner, discuss the following story illustration and story beginnings.



One day Curt and Mr. Mugs were on their way to a dog show. Mr. Mugs saw a big splashy puddle on the sidewalk. He ran right through it!

Curt had a big dog called Mr. Mugs. Curt and Jan loved Mr. Mugs very much. All of their friends loved Mr. Mugs too. Mr. Mugs could play ball and do other things. One day Curt was taking Mr. Mugs to a dog show.

Write the following paragraph on the chalkboard and make a simple drawing to illustrate it. Have the children decide whether or not the paragraph makes a good story beginning. Encourage the pupils to explain why the paragraph does not make a good story beginning. Rewrite the paragraph cooperatively, eliminating irrelevant details and stating clearly the problem in the story. Then have the children compose a suitable title for the paragraph.

Ahmed and his family had moved to Canada two months ago. They lived with Ahmed's uncle in a big city. Sometimes Ahmed was sad because he could not make friends easily. He liked to play with his new games and read his books. Now Ahmed was moving to a new house. He wanted to take all his toys and books. He wanted to take all his new clothes and games. He had many other things too.



Creative Writing

Personal Writing

Have the children bring to school newspaper and magazine pictures that can be used for story-writing ideas. The children may write stories about their own pictures or they may make one large collection and from time to time choose a picture of interest to them.

For this lesson, have each child select a picture and write the story the picture suggests. Remind the pupils to write a beginning that tells about the things that are important to the story as well as the problem in the story. Have them compose suitable titles for their stories.

Instead of using newspaper or magazine pictures, some children might like to find interesting pictures in story books and write stories the pictures suggest. Have them compose suitable titles for their pictures and stories.

Have the pupils refer to the reader selection and then write the diary entries that Ahmed or Curt might have made on the day that Ahmed moved in next door to Curt. Then suggest that they write the diary entries that Curt, Ahmed, Hans, Marguerita, or even Mr. Mugs might have made on the day that Mr. Mugs took Curt's books to school.

Suggest that the pupils rewrite all or part of the reader selection from Ahmed's point of view. Have them consider the following questions before they write the story: How did Ahmed feel when he moved into his new house? How did he feel when Curt first tried to be friendly? How did he feel at school? How did Ahmed's feelings change when Mr. Mugs came to his classroom? How did he feel when he began to make friends with the children?

Refer to the paragraphs that the pupils identified as good story beginnings in the Directed Writing section. Have the children copy the story beginnings and then complete the stories on their own. Remind them to compose titles for their stories.

The pupils might like to write poems expressing their emotions about specific events or situations at home, at school, or at play. Suggest that they begin their poems with lines such as *When I feel sad ...* or *Happiness is ...*. Have them paint pictures to illustrate their poems, if they wish to do so.

Personal Journal

Provide additional writing time for those children who wish to make entries in their Personal Journals. Let the children choose to print or write during creative writing activities.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying words containing *ar, ir, er, or, ur, ear, are, air*
 Recognizing and identifying words with prefixes *re, pre, dis, un*

Rainbows

Objective

Recognizing and identifying words containing *ar, ir, er, or, ur, ear, are, air*

Number of Players

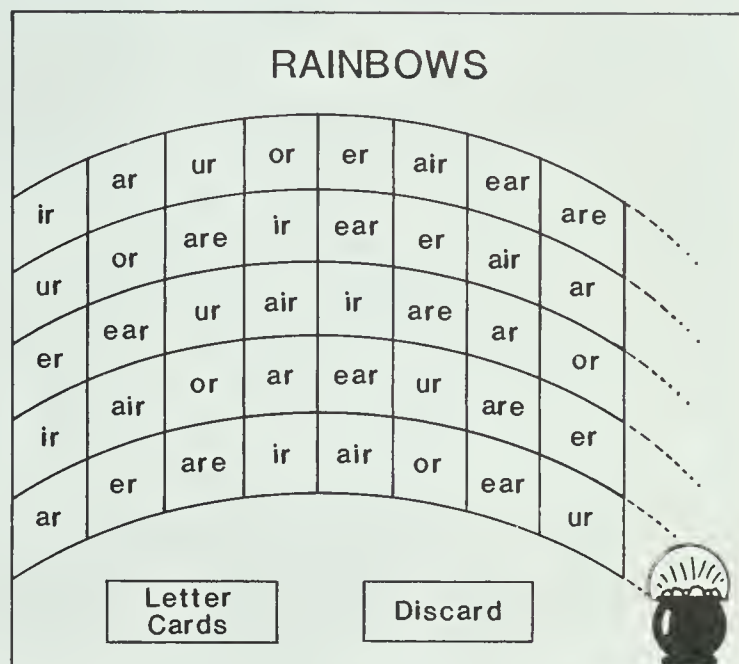
One to Five

Materials Needed

One "Rainbows" board
 A set of letter cards with initial and final consonants and consonant clusters

Procedure

Each player takes a rainbow on the board. Then turns are taken drawing two of the letter cards. If the player can make a word by combining at least one of the cards with letters on her or his rainbow, the card is placed on the rainbow. If the player cannot make a word, the card is placed in the discard pile. The first player to complete her or his rainbow is the winner.



Prefix Problems

Objective

Recognizing and identifying words with prefixes *un, dis, pre, re*

Number of Players

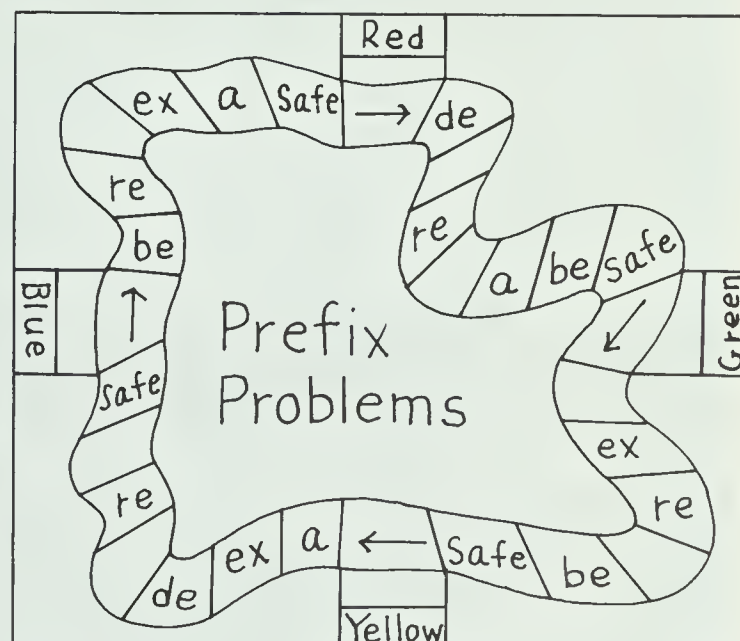
Two to Four

Materials Needed

One laminated "Prefix Problems" board
 Four markers (red, green, yellow, blue)
 One spinner with numbers from one to four

Procedure

The Red Player begins by spinning and moving his or her marker the number of spaces indicated. If the player lands on a "prefix" space, he or she must name a word with that prefix. If the player cannot name a word, he or she goes back to the original space. The game is over when one of the players reaches his or her "Safe Home" space first.



Decoding Skills:
Phonemic Analysis

Decoding Skills:
Structural Analysis

COMPREHENSION

Using the table of contents
Discussing whales; making a chart
Speculating; formulating questions
Observing picture details
Inferring feelings; drawing inferences
Drawing conclusions; expressing opinions
Valuing
Recalling details; verifying answers
Using a map
Discriminating between real and make-believe
Recognizing and identifying
Summarizing the story

INTEGRATIVE OPTIONS

Environmental Studies: Science — finding out more about whales
Mathematics — making a graph
Field Trip — visiting an aquarium or commercial fishing area
Listening — listening to whale sounds
Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/z, /k/c, /g/g, /j/g
*Recognizing and identifying phoneme-grapheme correspondence /i/y
Recognizing and identifying compound words
Noting hyphenated compound words
Recognizing and identifying contractions
Recognizing and identifying words, using graphemic bases
Noting the number of syllables; noting stressed syllables; the effects of stress in unstressed syllables
Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — uses of capitalization: names and places — use of the dash — uses of apostrophes: contractions and possessives
Using, recognizing, and identifying subjects and predicates as the two main parts of sentence
Using, recognizing, and identifying the irregular past tenses *wore, brought, began, broke, dove, threw, swam, stood, bit, thought, were*
Using, recognizing, and identifying adjectives
Using, recognizing, and identifying adverbs
Using, recognizing, and identifying pronouns and their antecedents
Punctuating sentences

WRITING

Learning to write the letters *N* and *H*
Writing poems using the *noun, verb, adverb model*
Recognizing good story beginnings; completing stories
Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/z, /k/c, /s/c, /g/g, /j/g
Recognizing and identifying compound words, contractions, and words formed on graphemic bases

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters
Valuing the story
Discriminating between real and make-believe

Listening**

Listening attentively in discussions
Listening to recordings of whale sounds
Listening to identify words required in context
Listening to identify phoneme-grapheme correspondences /s/s, /z/z, /s/c, /k/c, /g/g, /j/g, /i/y
Listening to note number of syllables; stressed syllables; effects of stress on unstressed syllables
Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Discussing whales; making a chart
Speculating; formulating questions
Observing picture details
Inferring feelings; drawing inferences
Drawing conclusions; expressing opinions
Valuing
Recalling details; verifying answers
Using a map
Discriminating between real and make-believe
Recognizing and identifying main idea
Summarizing the story

Developing Pupil Inquiry

Have the children find the title of the next selection in the table of contents. Ask a volunteer to read the title for the group.

Ask the children what they know about whales. Record their ideas on a "Whale Fact Sheet."

"What do you think this story might be about? What kind of whale might be given the name *Apple*?" Let the children discuss their ideas about the story.

"Do you have any questions you would like to ask about the story?" When the children have asked their questions, print them on the chalkboard or on a sheet of newsprint.

Have the children tell on what page the story begins, and then suggest that they turn to page 72 to see what they can find out about the story. Let the pupils look at and discuss briefly the illustrations in the story. "How do the girl and the whale feel about one another? How do you know? Do you think this story is real or make-believe? Why?"

Let the children pose further questions and add them to the question box. The question box may look somewhat as follows:

Is Apple a tame whale?
What kind of whale is Apple?
Is this story make-believe?
Where does the whale take the girl in her daydreams?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

Have the pupils read the entire story silently. When the children finish reading, encourage reaction to the story. "Did you like this story? What did you like best about it? Why?"

Refer the pupils to the question box. Have the pupils tell the answer to each question in their own words and verify each answer by reading aloud the pertinent story lines.

"Where did this story take place?" Have the children find Newfoundland on a map of Canada. "How can you find out if Harry's Harbour is a real place in Newfoundland?" (It is located in Notre Dame Bay.)

Let the children pair up and read the story aloud to one another.

Synthesizing

1. "How would you feel if you were alone in a little dory on the ocean and a whale surfaced beside you? Why? Why might Mabel have reacted the way she did?"

Drawing inferences

Expressing opinions

Valuing

Recalling details;
drawing inferences

Speculating

Recalling details

2. "Why do you think Mabel was so happy to have Apple for a friend? Do you think that there were many children Mabel's age living in her village? Why do you think as you do?"

3. "Do you think you would like to live where Mabel does? What might be some interesting things about living there? What things would you miss that you have where you live now?"

4. "Do you think Apple is a good name for a beluga whale? Why or why not? What would you have called the whale if you were Mabel?"

5. "What did Mabel talk about when she first met Apple? Why do you think she did this?"

6. "What do you think Mabel's parents and friends might say if she told them about Apple?"

7. "What did you learn from this story about beluga whales?" Add the children's ideas to the "Whale Fact Sheet" begun earlier.

Developing Comprehension, Research, and Listening Skills

Discriminating
between real and
make-believe

Critical Comprehension. Write the following sentences on the chalkboard or distribute copies to the children. Ask the children to read each paragraph and decide if it tells about something that could really happen to Mabel, or if it is something that could only happen in a daydream. Ask them to write *Real* or *Daydream* after each paragraph.

1. Mabel and her mother are very busy. They are planning to go to the city to market. They are getting the blue sweaters Mabel's mother has knitted and bags of vegetables from their garden ready to sell at the market. (Real)

2. One day when Mabel was passing her father's fishing shed, she heard a tiny voice saying, "Help! Help!" When she opened the door of the shed, a large lobster crawled out and jumped off the jetty into the ocean. "Thank you for setting me free, Mabel," said the lobster. (Daydream)

3. Mabel has a whale for a friend. She goes out in a little dory to visit the whale. Often she shares her lunch with her friend. (Real)

4. Mabel goes for an underwater swim with her whale, Apple. They visit a wreck and watch the many colorful fish swimming by. Mabel and the whale stay underwater, exploring for many hours together. (Daydream)

5. One day while Mabel is out in her dory she sees a school of fish. All the young fish are sitting at tiny desks and a teacher fish is telling them about fishermen. Mabel has to laugh because the teacher fish looks so funny in glasses. (Daydream)

Recognizing
and identifying main
idea

Critical Comprehension. Duplicate copies of the following paragraphs and distribute them to the children. Ask the children to read each paragraph. They are then to determine whether the beginning sentence or the ending sentence tells the main idea of the paragraph. Have them underline the sentence that tells the main idea. Warn them that one paragraph does not have a main idea sentence and that they are to place an X beside this paragraph. Remind the pupils that they are working with a stated main idea in each paragraph, rather than an idea they must think up on their own.

1. Mabel packed a lunch for herself. She made a jam sandwich and put it into a bag. She washed an apple and added it to her lunch. Then she put two cookies into the bag for dessert.

2. The sun was shining brightly and there were no clouds in the sky. The air was warm. There was a soft wind blowing. It was a beautiful day.

3. Mabel's father is a fisherman. Sometimes Mabel goes fishing with him. She can also go rowing in his dory. Mabel wants to fish for a living when she grows up. (X)

4. Mabel is a busy girl. She helps her mother in the vegetable garden. She goes rowing in the harbor. In the summer she goes picking blueberries. Sometimes she goes out fishing with her father.

Summarizing
the story

Literal Comprehension. Write the following sentences on the chalkboard and ask the children to read them. Elicit that these sentences form the beginning of a summary of the story, and discuss briefly with the pupils how the sentences are a good summary of the beginning events. Ask each child in the group to write not more than three sentences to complete the summary. The children should share and discuss their completed sentences. The best sentences could be chosen and added to the chalkboard summary.

One day a beluga whale came up to Mabel while she was out in a dory. Mabel fed and talked to the whale. Mabel named the whale Apple and visited it often.

INTEGRATIVE OPTIONS

*Environmental
Studies: Science;
Library Research*

Finding Out More About Whales. Have the children go to the library and collect books about whales. Let them look through the books to compose a cooperative list of the names of different whales. The names should then be classified into two groups — toothed whales and baleen whales.



Each member of the group should choose one type of whale from the list for further research. Questions like the following should be posed for research purposes:

What does this whale look like?
What is the size of this whale?
Where does this whale live?
What does this whale eat?

Have the children present the results of their research to the rest of the group. The children may want to pool this information to make a cooperative chart about whales. Encourage the children to make up the chart headings and organize it themselves.

You may wish to read a book about whales to the children to broaden their knowledge about this fascinating creature. *Whales in Danger* by J. M. Roever, (Steck-Vaughn Co., Austin, Texas) is a simply-written, informative book that the children will enjoy.

Making a Graph. Have the children list the names of at least 6 common whales and their lengths. This information may be found in the report on whales given earlier.

Ask the children to graph this information. A line or a bar graph or both could be made.

Have each child make up four problems using the information on the graph. These problems should then be exchanged and worked out by other members of the group.

Taking the Measurements of Whales. Have the children mark out the lengths of several whales in the classroom or hallway using metre sticks. Let the children work in pairs on the following problems:

1. Measure the whales' lengths in your own body length. How many of your body lengths is each whale? How many body lengths long is our classroom? Name three other distances you could easily measure in body lengths.

Mathematics

2. Your "reach" is the distance from fingertip to fingertip when your arms are stretched out at your sides. Find out how many "reaches" long one of the whales is. Compare the number of reaches a tall person and a short person need to measure the same distance. What do you notice?

3. Use another part of your body to measure one of the whales. Measure three things in the classroom using different parts of your body.

4. How many somersaults long is one whale? How many giant steps long is it? How many body rolls long is our classroom?

The children may enjoy making up other measurement problems to solve.

Field Trip

Visiting an Aquarium or Commercial Fishing Area. If live whales or dolphins are kept in captivity in your area, take the children to see them.

If commercial fishing is done nearby, take the children to visit the docks and tour a fishing boat. A trip through a fish cannery or fish hatchery would also be an interesting experience for the children.

After the field trip have the children make a record of their experiences. This could take the form of a story about the trip, a mural, or a picture series.

Listening to
recordings

Listening to Whale Sounds. Obtain a recording of whale sounds for the children to listen to. Judy Collins has recorded a song "Farewell to Tarwathie" (Judy Collins, "So Early in the Spring, the First 15 Years." Electra 8E-6002) which has whale sounds as the background. Let the children discuss the whale sounds and the feelings they get as they listen to them. Have the pupils compare their reaction with Mabel's in the story.

Book Center

Anderson, Lonzo. *Arion and the Dolphins*. Scribners.

One of the earliest stories of friendship between dolphins and humans.

Boschini, Henry and Luciano. *Chasing Whales Off Norway*. Scroll Press.

A lively story about a whale who helps those who try to harm him.

Griggs, Tamar. *There's a Sound in the Sea . . . A Child's Eye View of the Whale*. Scrimshaw.

A marvellous collection of children's pictures, poems, and stories about whales.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context

Recognizing and identifying new words, using definition clues

Recognizing and identifying the phoneme-grapheme correspondences /s/s, /z/s, /s/c, /k/c, /g/g, /j/g

* Recognizing and identifying the phoneme-grapheme correspondence /i/y

Recognizing and identifying compound words

Noting hyphenated compound words

Recognizing and identifying contractions

Recognizing and identifying words, using graphemic bases

Noting the number of syllables heard in words

Noting stressed syllables; the effects of stress in unstressed syllables

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

* Introduction to a new element

Materials Needed

A set of cards numbered 1-7 for each pupil
Duplicated worksheets for the exercise on variant sounds represented by *s*, *c*, *g* (optional)
Lined worksheets for the exercise on compound words
The readers
Lined worksheets for the spelling activities
Spelling notebooks

Word Meaning

New Words: *Harry's Harbour, outport, Newfoundland, Mabel, stocky, sweater, sturdy, jetty, dory, steam-spout, surface, beluga, glistening, wondrous, imagines, seasons*

Decodable Words: *lobsters, wreck*

Enrichment Words: *flukes, eerie, mystery, molasses*

Recognizing and
identifying new
words, using
context

Place these sentences on the board:

1. Mabel lived in an outport, a small fishing village on the coast.
2. Her boots had to be sturdy to stand the hard wear she gave them.
3. She got into the dory and rowed out to sea.
4. When she got back, she climbed out of the boat onto the jetty. She tied up the boat, then she walked along the jetty and up the path to the house.
5. A little leaf was floating on the surface of the water.
6. The whale came up to the surface to breathe. It blew a steam-spout high in the air as it breathed out.
7. Winter, spring, summer, and autumn are the four seasons.
8. Grandma knitted Mabel a sweater to wear on chilly days.

Have each sentence read, and let the children try to define the underlined words, using the rest of the sentence or sentences to provide clues each time. Note that in sentence 1, the last part of the sentence defines the word.

Write these words on the board. Give each pupil a set of cards numbered 1-7.

Recognizing
and identifying
new words, using
definition clues

1. Newfoundland
2. Mabel
3. stocky
4. beluga
5. glisten
6. wondrous
7. imagine

Read the following definitions to the group. Each time, have the pupils find on the board the word that is being defined and hold up the card with the number of that word on it.

It means the same as *shine* or *sparkle*.

It means to see something with your mind; suppose

This is the name of Canada's most eastern province. It rhymes with *understand*.

This is a kind of whale.

This another word for *wonderful*.

This is the name of the girl in the story.

This word means strong and sturdy. It is the opposite of *slim*.

Phonemic Analysis

Duplicate the following exercise and distribute copies to the pupils for independent work.

A. Read each sentence. Draw a line under every word that has *s* in it standing for the sound heard in *sea*. Draw a ring around every word that has *s* in it standing for the sound heard in *was*.

1. Mabel was a very busy person.
2. These boots are strong and sturdy.
3. Apple lay beside the boat, making soft noises.

Recognizing and
identifying
correspondences
*/s/s, /z/s,
/k/c, /s/c,
/g/g, /j/g*

B. Read each sentence. Draw a line under every word that has *c* in it standing for the sound heard in *coast*. Draw a ring around every word that has *c* in it standing for the sound heard in *city*.

1. Apple came to the surface for another piece of sandwich.
2. Bright-colored curtains covered the window.
3. Mabel likes cake and slices of bread with jam.

C. Read each sentence. Draw a line under every word that has *g* in it standing for the sound heard in *gum*. Draw a ring around every word that has *g* in it standing for the sound heard in *giant*.

1. The huge glistening whale swam gently up to the boat.
2. Imagine plunging into the sea on a beluga whale's back!
3. That girl lives in a large gray house in a village by the sea.

If preferred, the sentences could be written on the board and the exercise could be done orally.

Say the following words as the pupils listen for the vowel sound in each one: *gym*, *lynx*, *myth*, *rhythm*. Elicit that the vowel sound is the same in all the words and have the sound identified as unglided /i/ as in *in*.

Write the words on the board in a column and pronounce them again. Have the letter that stands for the vowel sound identified as *y*.

Explain to the pupils that there are a number of words in which *y* stands for /i/ as in *in*. Suggest to them that when in their reading they come to an unfamiliar word with *y* in it, they first try the unglided /i/ sound, to see if a recognizable word results. If not, then they should try the glided /ī/ sound as in *hydro*, and, failing that, they should try the sound *y* stands for when it is used as a consonant, as in *canyon*.

To help to familiarize the pupils with the /i/y correspondence, write some of the following words on the board. Pronounce the word each time and underline the *y*.

crystal	type	syllable	physical
gypsy	lyric	system	synonym
hymn	mysterious	sympathetic	symptom

Structural Analysis

Elicit from the pupils that a compound word is a word that is made up of two smaller words joined together.

Write on the board *firestick*, *outport*, *tailfin*. Have each word pronounced and the two words that have been joined together to form the compound identified.

Distribute lined worksheets to the pupils. Write the following words on the board. Ask the pupils to put the words on the board together to make as many compound words as they can, and write them on their worksheets.

coast	time
lunch	work
sea	book
school	side
home	weed
house	box
some	shore
fire	line

When the pupils have finished forming compound words, ask them to write two or three sentences using some of the compound words they have made.

Recall with the pupils that compound words are made up of words that have been used together so often and for so long that they have come to be thought of as one word, and so have been joined together to form one word. Explain that there is another form of compound word. Authors frequently want to use two words together as one word. To show that they want the two words to go together, they join them by putting a short line called a hyphen between them.

Recognizing and
identifying
correspondence
/i/y

Recognizing
and identifying
compound words

Noting
hyphenated
compound
words

Demonstrate by putting on the board a *fair-haired girl*, a *blue-eyed boy*. Say each phrase for the pupils and ask them to listen carefully for the emphasis placed on the words in each. Point out that in the first phrase, the words joined by a hyphen, *fair* and *haired*, are pronounced to sound as one idea to tell about the word *girl*. Ask them what two words are pronounced to sound as one idea or meaning in the second phrase.

Ask the pupils to skim through the story "A Whale Called Apple" to find examples of hyphenated compounds. They should find *deep-set* on page 75, *dive-hole* on page 76, and *bitter-clean* on page 77. Have the pupils pronounce these compounds. Unless the pupils find it, it might be as well not to mention *steam-spout* on page 73 or *some-where* on page 77, to avoid confusion with end-of-line division of words.

Recognizing
and identifying
contractions

Write the following sentences on the board:

I have never seen a whale.
A whale is a huge animal.
Mabel did not want Apple to leave.
Perhaps we will come back next year.
Mabel would like to go with the whale.
They had been friends all summer.

Have each sentence read. Call attention to the underlined words and elicit the contracted form from the pupils. The contracted form should be pronounced and spelled. Write the contraction over the longer form. Have the sentence read as it is written on the board and then using the contraction, as the pupils listen to compare the effect of the longer form and the contraction. Help them to realize that the use of the two words imparts formality to the sentence, while the use of the contraction gives an informal, free-flowing effect.

Some of the more capable students might like to skim through the story in the reader to find words that could have been contracted, and read the sentences in which they occur, using the contractions, to note the difference in effect.

Write the following key words on the board and have them read: *edge, lilt, each, bear, able, crumble, squeak, wrinkle, oil, eat*.

Place the sentences below on the board.

Water the hedge or the leaves will wilt.
Put the peaches and pears on the table.
The clown tumbled off her stilts.
Animals often speak in fables.
The whale has a twinkle in its eye.
Dad broiled the meat for dinner.

Point to sentences in random order and call upon pupils to read each one aloud. Continue until each pupil has had at least one turn. If a pupil stumbles over a word, refer him or her to the key word involved.

Syllabication

Say the following words as the pupils listen for the number of syllables they hear in each one. Have them indicate the number each time by holding up one, two, three, or four fingers.

coast	beluga	Newfoundland	surface	imagine
mysterious	sweater	disappearance	jeans	seasons

Write these words on the chalkboard:

disappear	Mabel	expedition	before	remember
comfortable	against	glistening	sturdy	exasperated

Have each word pronounced and the stressed syllable identified and underlined. Then have each word pronounced again as the pupils listen for the vowel sound or sounds in the unstressed syllable or syllables. Lead the pupils to see that the unstressed syllables are pronounced so lightly that it is almost impossible to distinguish the vowel sounds in them. Note that this is especially true in the unstressed syllables coming immediately before or after the stressed syllables.

Noting
the number
of syllables
heard in words

Noting
stressed
syllables;
the
effects of
stress on
unstressed
syllables

Spelling

Spelling
useful words:
there, every

Write these sentences on the board:

The whale was right there beside the boat.

Mabel rowed out to see the whale every day.

Have the sentences read. Call attention to the underlined words and let the pupils try to define them. Discuss the spelling of the words. Note that in *there*, *ere* stands for the /ā r/ sound as in *care*. Recall the word *their*, which has already been observed and listed. Lead the pupils to see that both words sound exactly the same, and so we have to remember that *there* meaning “that place” is spelled t-h-e-r-e and *their* meaning “belonging to them” is spelled t-h-e-i-r. Ask the pupils to recall other words that sound the same but have different spellings and meanings.

Have the word *every* pronounced. Elicit that the second e in the word does not stand for a sound, and that it is important to remember that the letter is there.

Ask pupils to use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Spelling words:
whale, who,
sweater

Write *whale*, *who*, and *sweater* on the board and have them pronounced. Discuss the spelling of each word, noting the *wh* digraph at the beginning of *whale*; the *wh* standing for the /h/ sound and the *o* standing for the /ü/ sound in *who*; the *ea* standing for the unglided /e/ sound in *sweater*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure the letters are all in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to the following:

Apple is a funny name for a whale. whale

Mabel was a girl who lived in Newfoundland. who

Mabel wore a woolen sweater on chilly days. sweater

If a pupil misspells a word, have her or him enter the word in the list of difficult words in her or his spelling notebook. Encourage the pupils to review their difficult words frequently.

Spelling words
in dictated
sentences

Read each sentence to the pupils. Then dictate it slowly and clearly and have the pupils try to write it on their worksheets.

We're going to the seaside next summer.

Pat's a good basketball player.

They'll be back in the springtime.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — uses of capitalization: names and places

— use of the dash

— uses of apostrophes: contractions and possessives

Using, recognizing, and identifying subjects and predicates as the two main parts of sentence

Using, recognizing, and identifying the irregular past tenses *wore*, *brought*, *began*, *broke*, *dove*, *threw*, *swam*, *stood*, *bit*, *thought*, *were*

Using, recognizing, and identifying adjectives

Using, recognizing, and identifying adverbs

Using, recognizing, and identifying pronouns and their antecedents

Punctuating sentences: periods, commas between clauses and with direct speech, question marks, quotation marks, exclamation points, and apostrophes

Using, recognizing, and identifying homonyms

Materials Needed

The readers
Colored chalks
Lined papers or pupil notebooks

Sentence Awareness

Recognizing and
identifying uses
of capitalization:
names and places

Have the children turn to page 72 and look at the first two sentences. Ask the pupils to locate the capitalized words in these sentences. Elicit that capitals occur at the beginning of each sentence; at the beginning of the place names *Harry's Harbour* and *Newfoundland*; and the beginning of the name *Mabel*.

Stress the fact that the names of places and the names of people or pets always begin with capital letters. Print the words *Harry's Harbour* and *Newfoundland*, and *Mabel* in two separate columns on the chalkboard. Have the pupils find other place names and people or pet names in the story, and place these in the correct lists. Have the pupils suggest other names of places, people, or pets that are always capitalized and list these on the chalkboard as well.

Recognizing and
identifying use
of the dash

Direct the attention to the first sentence in the fourth paragraph on page 74 and recall the name of the punctuation mark after the word *noises*. Explain or review that the dash tells pupils to make a pause in their reading.

"What other marks tell you to make a pause in your reading?"

"Which mark tells you to make a longer pause, the comma or the dash?"

Review that the dash indicates a longer pause than the comma, but a shorter pause than the period indicates. Recall that the words before a dash are read with an unfinished inflection of the voice and have a child demonstrate this by reading the sentence.

Review that in many cases, more information or explanation is given after the dash than before the dash. Have the children tell whether this is true in this particular sentence.

Recognizing and
identifying uses
of apostrophes:
contractions and
possessives

Ask the children to turn to page 72 in their readers and find the contraction *She's* in the middle of the paragraph. Have the pupils note the apostrophe and recall that it shows readers that a letter has been left out of the second word represented in the contraction. Elicit that the contraction takes the place of the long form *She is* and the letter *i* has been omitted.

Direct attention to the word *Apple's* at the beginning of the fourth line on page 76 and have the children note the position of the apostrophe. Elicit that 's in the word *Apple's* means that the fin belongs to Apple.

Have the pupils find other contractions and possessives in this selection and the previous one, noting the position of the apostrophe in each one.

Sentence Building

Using,
recognizing, and
identifying
subjects and
predicates as the
two main parts
of sentence

Write the following sentences on the chalkboard.

Mabel smiled happily.

Apple was bumping the dory.

Mable rowed out into the bay.

A huge beluga whale blew out a steam-spout.

Have the children read the first sentence. "What word in this sentence tells us what someone did?" Have a volunteer draw two lines under the word *smiled* with colored chalk. Elicit that the word *smiled* is the "doing part" of the sentence.

"What word in this sentence tells us the name of someone or something who smiled?" Have another child draw one line under the word *Mabel* with chalk of another color. Elicit that the word *Mabel* is the "name part" of the sentence.

"Name parts are persons, things, or places. Is this name part a person, a thing, or a place?"

Continue in a similar manner with the rest of the sentences.

Refer to the following incomplete sentences on the chalkboard.

1. Mabel
2. dove into the sea
3. Mabel and her mother

4. The beluga whale
5. rowed towards Apple
6. The dory

Have a pupil read the first incomplete sentence. "Is this a finished sentence? Why isn't this a finished sentence?"

"What part of the sentence is the word *Mabel*?" If the children have difficulty answering this question, ask instead, "Is the word *Mabel* the 'name part' or the 'doing part' of the sentence?"

"What part of the sentence is missing, the 'name part' or the 'doing part'? What 'doing words' can you put with the 'name word' on the board to make a finished sentence?"

Write on the chalkboard the words the pupils suggest after the word *Mabel*, and have the completed sentence read aloud. Accept a variety of 'doing words' to formulate complete sentences. Write two or three completed sentences on the board and have them read aloud.

Continue in a similar manner with the rest of the incomplete sentences. You may wish to have the children complete the last two or three sentences on a piece of lined paper.

Write the following sentences on the chalkboard. Have the pupils read each sentence and the words at the end. Direct the children to name the word that correctly completes the sentence. Then write the word in the blank space, or let a child do so, and have the entire sentence read again.

1. Mabel ____ along a lunch. bring brought
2. She ____ to row out to sea in the dory. began begin
3. Mabel's father ____ a blue sweater too. wear wore
4. Apple's head ____ through the waves. break broke
5. Apple and Mabel ____ down deep in the sea. dive dove
6. Mabel ____ bits of sandwich to Apple. throw threw
7. Last summer Apple ____ way out to that island. swam swim
8. Mabel ____ on shore and watched for whale spouts. stand stood
9. Mabel ____ into the big red apple. bite bit
10. After Apple was gone, Mabel still ____ often of her friend. think thought
11. Mabel knew that she and Apple ____ going to be friends. was were

Write the following sentences on the chalkboard and have the pupils read them silently.

1. Mabel had a ____ sweater.
2. The ____ dory was near the ____ jetty.
3. Apple was a ____, ____ whale.
4. Mabel put her hand into the ____ water.
5. Underwater Mabel saw many ____, ____ fishes.

Have a volunteer read the first sentence aloud, inserting a word in the blank space to describe the sweater. Ask two or three other pupils to read the sentence, each pupil using a different describing word. Write one of the suggested adjectives in the blank space and have the completed sentence read again.

Continue in a similar manner with the rest of the sentences. If preferred, have the children complete the last three sentences on their lined papers, and then take turns reading them aloud to the group. Complete the sentences on the chalkboard, using the pupils' suggestions.

Write the following exercise on the chalkboard. Have the children read silently the words at the top and each sentence below. Have the children choose a word or words to tell *how* about the "doing part" of the sentence. They should then read the sentence to themselves to make sure that the word(s) chosen make sense in the sentence. Then have the children take turns completing the sentences orally.

rudely	softly	gently	smoothly
happily	proudly	tightly	slowly

1. Mabel ran her hand ____ over Apple's hide.
2. Mabel rowed the dory ____ and ____ across the bay.
3. Mabel ____ shared her lunch with Apple.
4. ____ Mabel told her friends at school about Apple.

5. "Get away from here!" he shouted ____.
6. Apple ____ bumped Mabel's hand with her nose.
7. "Come here, Apple," whispered Mabel ____.
8. Mabel held ____ onto Apple's fin as they moved ____ through the water.

*Using,
recognizing, and
identifying
pronouns and their
antecedents*

Write the following pairs of sentences on the chalkboard, and have the children read them silently and aloud. In each pair, direct the pupils to insert a pronoun in the blank space to replace the underlined noun(s) in the first sentence. The entire exercise may be done on the chalkboard, or the pupils may complete the last two or three parts on their lined papers.

1. Mabel lives in Harry's Harbour. ____ is eight years old.
2. Mabel's father is a fisherman. Every day ____ goes out to sea in his boat.
3. Mabel's mother likes to make sweaters. Sometimes ____ sells them at the fair.
4. Mabel and Apple dove deep into the sea. ____ swam between the fish and seaweed and visited a wreck.
5. Mabel and I are going out in her dory tomorrow. ____ are taking along a lunch.
6. The fisherman saw Mabel and Apple. ____ shouted and waved to the two friends.

Write the following pairs of sentences on the chalkboard and have the pupils read them silently and aloud. In each pair, have the pupils identify the pronoun in the second sentence, and then underline the corresponding antecedent in the first sentence.

1. Curt went to visit his friend Ahmed. He rode there on his bicycle.
2. The rich brother and the poor brother had a long talk. They decided to be friends.
3. Ilse dragged the blanket out of the water. She tried to carry it over to the sod barn.
4. I am going to the boat race with Ahmed. We are meeting Curt there.

Punctuation

*Punctuating
sentences:
periods, commas
between clauses
and with direct
speech, question
marks, quotation
marks, exclamation
points, and
apostrophes*

Write the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks in the first four sentences. Then have them write the remainder on their papers, adding the punctuation marks as they do so. After the exercise is finished, have the children punctuate the last four sentences on the chalkboard. A different color of chalk may be used for each kind of punctuation mark.

1. I wish I could go diving with you said Mabel
2. Watch out for sharks
3. After Apple was gone Mabel felt very sad and lonely
4. Have you seen Mabels new pet
5. Mabel laughed to herself for joy
6. Mabel called I have to go back now
7. Couldnt I have a red sweater instead asked Mabel
8. Before she ate her lunch Mabel went for a swim

Homonyms

*Using,
recognizing, and
identifying
homonyms*

Write the following sentences on the chalkboard and have the children read them.

1. They left their lunches over there.
2. The eight girls at the party ate the whole cake.
3. I can see three boats out on the blue sea.
4. The wind blew the clouds across the blue sky.
5. No, I don't know where the dory is.
6. Mabel threw the rock through the hole in the jetty.
7. Mabel did not tie that knot in the rope.
8. Mabel knew that she was getting a new sweater for her birthday.

Ask the children to read the first sentence again to find two words that sound alike. When the pupils have identified the words *their* and *there*, underline them and elicit that these words sound alike, but have different meanings and are spelled differently.

Continue in the same manner with the rest of the sentences.

WRITING

Objectives

Learning to write the letters *N* and *H*

Writing poems using the *noun, verb, adverb* model

Recognizing good story beginnings; completing stories

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebooks

Lined paper and/or notebooks for Personal Writing; Personal Journals

Dictionaries

Newspaper and magazine pictures

Handwriting

Teach the pupils how to write the upper-case form of the letters *N* and *H*.

First, demonstrate the writing of the letter *N* two or three times on the chalkboard. Then continue with the demonstration and practice procedure suggested in the first two lessons.

*Learning to write
the letters N and H*



When the pupils can write the letter correctly, have them practice the following words. Use the pertinent portions of the procedure suggested for the demonstration and practice of a single letter.

Newfoundland

November

Nam

Teach the children how to write the upper-case form of the letter *H*. Follow the procedure suggested in the previous lessons.



When the pupils can write the letter *H* correctly, have them practice the following words.

Harry

Hello

Higgledy

Directed Writing

*Writing poems
using the noun,
verb, adverb,
model*

Explain to the children that they can write poems using only three words: the first word is a “name word,” the second word is a “doing word,” and the third word gives more information about the “doing word” — it tells *how*. Write the following phrases on the chalkboard:

1. name word
2. doing word
3. word that tells how

Demonstrate with a poem such as the following:

spiders
spin
silently

With the group, develop three or four more poems and write them on the chalkboard. For example:

snails
slide
slimily

hippos
hop
heavily

lions
laugh
loudly

Write some nouns and verbs on the chalkboard, and have the pupils make up poems of their own and write them on their papers. Then have the children take turns reading their poems aloud to the group. You might suggest words such as

babies, boys, girls, gorillas, children, cats, loons, ghosts, turtles, trucks, trains, turkeys, dinosaurs, dragons, whales; run, laugh, disappear, travel, hear, haunt, kick, drive, tumble, chat, swim, dive.

Write the following paragraphs on the chalkboard:

Mabel got a new pair of running shoes for her birthday. She ran through the fields and all over the neighborhood practicing for the big race in the schoolyard. When the day of the race arrived, Mabel couldn't find her running shoes!

Mabel was eight years old and had many friends. She went to Mary's birthday party and to Peter's Hallowe'en party. When it was her birthday, she invited eight friends to the party. The present she liked best of all was a pair of running shoes from her aunt. She got some books and other things too.

Have the children read the paragraphs and decide which one makes a better story beginning. Encourage the pupils to give reasons for their choice. Elicit that the first paragraph tells about the important things in the story and tells about the problem in the story. Then have the children discuss the reasons why the second paragraph is not as good a story beginning as the first one. Elicit that the second paragraph tells unimportant or extra things about Mabel and that it does not tell about the problem in the story.

*Recognizing good
story beginnings:
completing stories*

With the group, discuss some possible story developments and endings for the first paragraph. Then have the children work on their own or in pairs to complete the story. Elicit that the story ending must make sense with what happened earlier in the story. Let the children take turns reading aloud their completed stories.

Creative Writing

Personal Writing

Have the children write some poems of their own using the *noun, verb, adverb* model. They may refer to the list of nouns and adverbs on the chalkboard (see Directed Writing) for ideas or use their own ideas. They may also use their dictionaries and various vocabulary charts for ideas.

Some of the children might enjoy writing other kinds of poems or fanciful stories about whales.

Have the pupils work on their own or in pairs to write an imaginary conversation between Mabel and Apple. Before they begin, have them consider the following questions: What might Mabel and Apple talk about? What questions might Mabel ask Apple about his life in the ocean? What might Apple ask Mabel about life on land? What secrets might they tell each other? After the pupils finish writing their conversations, have them act them out for the group.

Have the pupils recall the things that Mabel talked to Apple about. Suggest that the children imagine that they have a friend with whom they can share their thoughts and feelings. Have them keep a diary of the things they would tell their friend — events at home or at school, the things that make them happy or sad, their opinions. Let the pupils decide whether or not to make their diary entries in their Personal Journals.

For further story writing, let the pupils choose pictures from the collection, from books in the classroom, or bring new newspaper or magazine pictures to school. Have the children write story beginnings that tell the important details and clearly state the problems or circumstances of the stories. Then have them write further developments and story endings that make sense with earlier story details. Remind the children to compose suitable titles for their stories.

Have the pupils illustrate their stories and other compositions and share them with the group.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g

Recognizing and identifying compound words, contractions, and words formed on graphemic bases

Deliveries

Objective

Recognizing and identifying the correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g

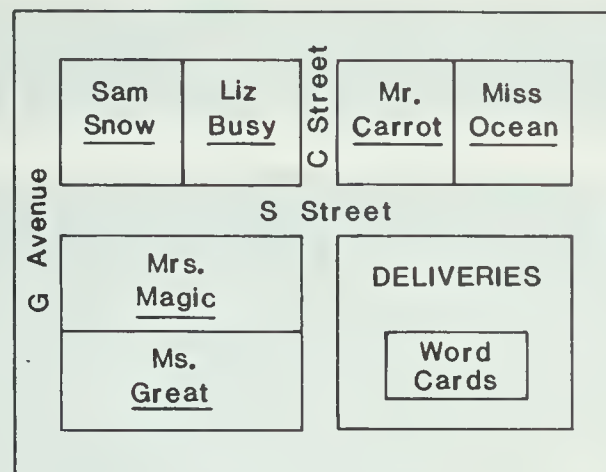
Number of Players

One

Materials Needed

One "Deliveries" board

A set of word cards with words such as *strange, weasel, whales, surround; fierce, carrot, center, medicine; orange, magpie, golden, grain, beluga, image*



Procedure

The player delivers each card to the correct house by matching the word on the card with the key word on each house.

Win a Whale

Objective

Recognizing and identifying compound words, contractions, and words formed on graphemic bases

Number of Players

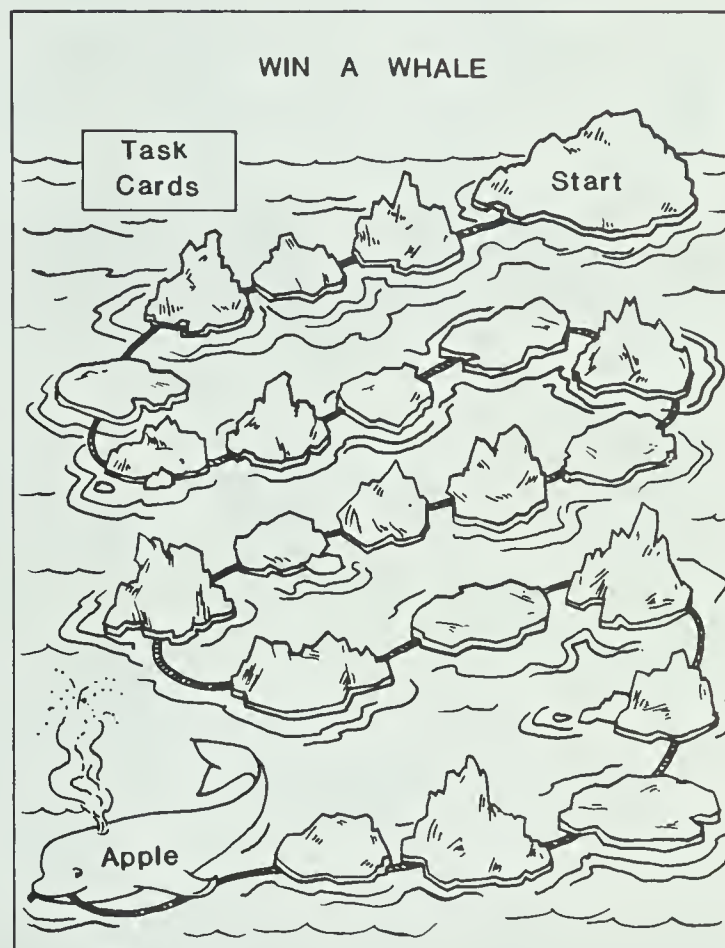
Two to Four

Materials Needed

One "Win a Whale" board

One marker per player

A set of task cards containing directions for the following: "Make a compound word using the word *rain*." (*side, work*, etc.)
"Give the short form of *I would*." (*what is, did not*, etc)
"Read the following word: *speak*." (*words formed on graphemic bases eak, able, umble, edge, ilt, each*)
"Move back (or forward) one space."



Procedure

Players take turns in drawing a task card and performing the specified task. For each correct response, the player moves forward one space. The first player to reach Apple the Whale is the winner.

Review: Evaluation

COMPREHENSION

Evaluating characters; making judgments
 Recognizing and identifying main idea
 Recalling cause-and-effect relationships
 Summarizing a story
 Classifying; discriminating between real
 and make-believe

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing new words
 Reviewing the phoneme-grapheme
 correspondence /u/o, /i/y, /f/gh
 Reviewing the suffixes *en, ment*
 Reviewing plural forms with *s, es*
 Reviewing dividing words into syllables
 Reviewing phoneme-grapheme
 correspondences and graphemic bases
 to spell words
 Reviewing the spelling of spelling words

LANGUAGE DEVELOPMENT

Producing, recognizing, and identifying
 complete sentences: matching
 sentence beginnings and endings
 Producing, recognizing, and identifying
 kinds of sentences
 Capitalizing and punctuating sentences
 Alphabetizing to the second letter of
 words

WRITING

Reviewing capital letters; practicing words
 and sentences
 Practicing difficult lower-case
 combinations
 Selecting sentences to write a good story
 beginning
 Completing stories
 Sharing creative writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication*
Masters/Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
 Recognizing and identifying plural forms
s, es and suffixes *en, ment*
 Recognizing and identifying spelling
 words and words formed on graphemic
 bases

Literary Appreciation**

Evaluating story characters
 Discriminating between real and make-
 believe

Listening**

Listening to identify phoneme-grapheme
 correspondences /u/o, /i/y, /f/gh
 Listening to spell words

COMPREHENSION

Objectives

Evaluating characters; making judgments
Recognizing and identifying main idea
Recalling cause-and-effect relationships
Summarizing a story
Classifying; discriminating between real and make-believe

Developing Comprehension, Research, and Listening Skills Review

Creative Comprehension. Have the children evaluate characters they have read about in this book. Their choice should be limited to the more prominent characters, about whom enough was written to reach a judgment. Use headings such as those suggested below. The pupils may organize their information in chart form if they wish. A few examples are given in chart form as a guide.

Characters	What They Did	Why I Did or Did Not Like Them
the poor brother	saved a frog and got a magic mill	was kind and good
the rich brother	stole the magic mill	was cruel and unfair

Literal Comprehension. Write the following headlines on the chalkboard. Have the children read each one and identify which story in the text it refers to.

1. Girl Makes Friends with Whale
2. Indian Boy and Animal Friends Free Chinook from Evil Bear
3. Girl Saves Family Cow in Fire
4. Dog Helps Teacher Teach New Canadian Pupils
5. Poor Family Finds Riches in Magic Mill

Critical Comprehension. Duplicate the following exercise and distribute copies of it to the children. In the first sentence have the children underline the cause, "why it happened," and in the latter sentences they are to write in the cause.

1. The Indian boy went to free the Chinook because his people were suffering in the cold winter.
2. Because Princess Lenore had eaten too many raspberry tarts, she got sick.
3. The rich brother stole the magic mill because he was very greedy.
4. Ilse went back to try to save Baldy, the cow, because _____.
5. Ahmed didn't want to play with Curt and his friends because _____.
6. Mabel liked having Apple for a friend because _____.

Literal Comprehension. Distribute copies of the short story below to the children. They are to read each paragraph of the story and write a sentence to summarize it. Have the children share and evaluate their completed sentences.

One morning Mabel decided to visit her grandmother. She asked if there was something she could do to help her grandmother. "You can clip the edges of the grass while I mow it," said her grandmother. Soon the grass looked like a neat green rug.

"Now I'll make your favorite lunch — pancakes," said Mabel's grandmother. Mabel ate four delicious, buttery pancakes. She also had a tall glass of cold milk.

That afternoon Mabel and her grandmother took a long walk together. They went from one end of the village to the other. Then they walked out along the jetty and watched the fishing boats coming back to shore.

Reviewing
new words, using
definition clues

Reviewing
new words, using
context clues

1.True 2. Could Happen 3. Couldn't Happen

- ## Objectives

- Reviewing new words, using definition clues
- Reviewing new words, using context clues
- Reviewing new words, using word relationships
- Reviewing the phoneme-grapheme correspondence /u/**o**, /i/**y**, /f/**gh**
- Reviewing the suffixes *en*, *ment*
- Reviewing plural forms with *s*, *es*
- Reviewing dividing words into syllables
- Reviewing phoneme-grapheme correspondences and graphemic bases to spell words
- Reviewing the spelling of spelling words

Materials Needed

- Duplicated worksheets for the word-meaning and phonemic-analysis exercises
Lined worksheets for the exercise on plurals and the spelling activity
Spelling notebooks

Word Meaning Review

Duplicate the following exercise and distribute copies to the pupils for independent work.

Read each sentence. Choose the word after the sentence that belongs in it. Write the word on the line.

1. If something tastes very good, it's _____. stocky delicious precious
2. One kind of big white whale is a _____. beluga magpie tepee
3. Fishermen use a wooden rowboat called a _____. shelter duty dory
4. One kind of dock or landing place for boats is called a _____. jetty stall lodge
5. If you are moving about restlessly, you are _____. encircling glistening fidgeting
6. The opposite of *gently* is _____. grateful fiercely sturdy
7. Another word for *wonderful* is _____. towering upward wondrous

Duplicate this exercise and distribute copies for independent work.

Read each sentence and the words after it. Choose the word that belongs in the sentence and write it to the line.

1. The movers put the chairs, tables, and other _____ in the van. curtains
seasons furniture

2. Grandma knitted a blue ____ for me. shiver sweater halter
3. The toy boat floated on the ____ of the water. surface surrounded steam-spout
4. The pioneer kept his animals in a _____. sodbarn hearth outport
5. The strange noise filled me with _____. picket alarm medicine smoke
6. Thieves had ____ the old man's silver jug. trampled stolen plunged
7. Can you ____ what it's like to sail on the ocean? eaton loosen imagine

Reviewing new
words, using
word
relationships

Write the following groups of words on the board. Have the pupils decide which word does not belong in each group and explain why.

1. prairie chicken, magpie, crow, cow, rooster
2. eyes, nose, month, tongue, chin
3. coyote, Chinook, weasel, bear, raccoon
4. prairies, rivers, mountains, recess, hills
5. Newfoundland, Harry's Harbour, Indians, China, Canada
6. Ahmed, Ilse, Mabel, seize, Hans

Phonemic Analysis Review

Duplicate the following exercise and distribute copies to the pupils for independent work.

A. Read each word. Find a word in the list that rhymes and write it beside the word each time.

funny sun sung hum hunt under

wonder _____	son _____
some _____	front _____
money _____	among _____

B. Say each word softly. If it has in it the vowel sound you hear in *pin*, put an X on the line beside it.

_____ chicken	_____ syllable	_____ trying
_____ gym	_____ cycle	_____ rhythm
_____ hydro	_____ lilt	_____ glisten

C. Draw a ring around every word that ends with the sound heard at the end of *if*.

rough	high	laugh
half	enough	though
of	roof	sniff

Now read the sentences below. Choose from the words you have circled to finish each sentence and write the word on the line.

1. Funny jokes make me _____.
2. He saved _____ money to buy a bike.
3. The house has a green _____.
4. Football is a _____ game.
5. Would you like _____ my apple?

Structural Analysis Review

Write the following sentences on the board.

1. The painters will whiten the lines on the pavement.
2. There was great excitement when the golden crown was lost.
3. The wooden dory rocked with the movement of the waves.
4. It will be an improvement if they widen the sidewalk.
5. Trees by the window darken the apartment.

Reviewing
suffixes en,
ment

6. The farmer is trying to fatten his pigs.
7. The children will get a lot of enjoyment from the new swing.

Have the pupils find all the words with the suffixes *en* and *ment*, and name and spell the root word of each one.

*Reviewing plural
forms with
s, es*

Distribute lined worksheets to the pupils. Write the following words on the board:

branch	dory	curtain	puff	family
shelf	crash	country	dress	month
scarf	wife	thief	elf	leaf

Ask the pupils to add s or es to each word and write the resulting plural form on their worksheets.

Then print the following sentences on the board.

1. Thick woolen _____ help keep you warm in winter.
2. I like the story about some _____ and a shoemaker.
3. Mom is putting up some _____ in the kitchen.
4. The _____ will soon be out on the trees.
5. Did the detectives catch the _____?

Have the pupils find in the plural words they wrote on their worksheets a word that makes sense in each sentence. When a word has been chosen, ask a pupil to spell it as you write it on the line in the sentence.

Syllabication Review

Write the following words on the board:

*Reviewing
dividing words
into syllables*

cottage	clever	unharmd	differ	trample
fiercely	picket	newspaper	shiver	grateful
magpie	golden	feather	label	prepare
disgust	China	surface	bottle	outport

Call upon pupils to tell where each word should be divided into syllables and explain why it should be divided in that way.

Spelling Review

Distribute lined worksheets. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as:

1. When I'm cold I shiver. shiver
2. They saw a funny animal at the zoo. animal
3. Curt and Ahmed became good friends. friends
4. Don't forget to put salt on the tomatoes. salt
5. How many children are there in your family? children
6. Mabel was sorry to see the whale go. sorry
7. We went to the park this afternoon. afternoon
8. I have new curtains for my bedroom window. window
9. Grandma brought Pete some homemade candy. brought
10. Mr. Mugs' birthday is next month. month
11. Are you sure you can go to the party? sure
12. Ilse was happy because Baldy the cow was safe. because
13. A whale is a big animal that lives in the ocean. whale
14. I wonder who sent me those flowers. who
15. Grandpa nearly always wears a sweater. sweater
16. Cut flowers soon wilt. wilt
17. Can you walk on stilts? stilts

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. If the misspelled word is one that was misspelled before, see that that pupil spends more time reviewing his or her difficult words.

*Reviewing
spelling words
formed on
graphemic base
ilt;
reviewing spelling
words*

Objectives

- Producing, recognizing, and identifying complete sentences: matching sentence beginnings and endings
- Producing, recognizing, and identifying kinds of sentences
- Capitalizing and punctuating sentences
- Alphabetizing to the second letter of words

Materials Needed

- Duplicated worksheets as required under Sentence Building
- Lined papers or pupil notebooks
- Colored chalks

Sentence Building

Write the following exercise on the chalkboard or duplicate copies and distribute them to the pupils:

I

1. They decided to go to the mountains and
2. If we had a hen,
3. The cloud was very black
4. Most of the time Mabel
5. Curt, his friend, and Mr. Mugs

II

we could make a delicious Christmas supper.
and it was moving fast.
watched the movers.
wears blue jeans and a sweater.
set the Chinook free.

Refer to Part I and ask a child to read the first sentence beginning. Have the children look at the sentence endings in Part II to find the one that goes with the first sentence beginning. Then have another child read aloud the entire sentence as the others listen to be sure it is a complete sentence that makes sense. Write the correct number beside the sentence ending.

Work in the same manner with the other sentence beginnings and endings. If preferred, have the pupils match the beginnings and the endings, and then write the complete sentences on their papers.

Write the following sentences on the chalkboard and have the children read them silently and aloud.

1. Mabel lives in Newfoundland.
2. What's your name?
3. The prairie is on fire!
4. Who is moving in next door?
5. They shivered in their lodges.
6. Take this to Curt, Mr. Mugs.

Direct the pupils to write each sentence on their papers. If the sentence is a telling sentence, have the children print a T after it; if the sentence is a question, have the children print a Q; if it is a command sentence, have them print a C; and if it is an exclamation, have the pupils print an E.

Have the children make up sentences of their own on their lined papers. They might write two sentences for each of the four different kinds of sentences.

Punctuation

*Capitalizing and
punctuating
sentences*

Write the following sentences on the chalkboard. Have the children add the necessary capitalization and punctuation, or have the pupils copy the sentences on their papers, adding the capitalization and punctuation as they do so.

1. you are a wonderful whale said mabel
2. did mabel live in harrys harbour
3. mrs greco said im glad you came to visit
4. when ahmed first moved to curts neighborhood he was very shy
5. let me out
6. are you going to new brunswick at christmas this year

Dictionary Skills

*Alphabetizing
to the second
letter of words*

Write the lists of words below on the chalkboard. Have the children establish the correct alphabetic sequence of the words in each group. If necessary remind them that when alphabetizing words beginning with the same first letter, they must refer to the second letters in the words to establish the correct order.

bird balloons belong
dozen drink dead dark

Have the pupils establish the correct sequence of each group of words below and write them on their lined papers in alphabetical order.

1. apple able after
2. desert dory dreadful
3. much miserable marry
4. omelet out old off
5. sawmill shoes sled school
6. worse whose wrapped we
7. pioneer peace potatoes play
8. thumb toy trick tiny

WRITING

Objectives

Reviewing capital letters; practicing words and sentences
Practicing difficult lower-case combinations
Selecting sentences to write a good story beginning
Completing stories
Sharing creative writing

Materials Needed

Handwriting notebooks
Lined paper and Personal Writing notebooks
Directed and Personal Writing selections

Handwriting

*Reviewing letters;
practicing words
and sentences;
practicing difficult
lower-case
combinations*

Review the letters that have been taught so far: O, A, C, D, M, E, X, N, and H. Have the pupils write a line of each letter and check carefully to see whether they are making the formations correctly. If necessary, repeat the pertinent portions of the demonstration and practice procedure suggested in the first two lessons.

Have the pupils practice the following words and sentences.

Old Omes

Don

Xenlophone

Ahmed

Erika

Namobush

Chimook

Howard

Miss Mary

Molly Cobb lives on Hill Ave.

Nick went to Oshawa,

Ontario

At this time, you may wish to have the children practice some of the more difficult lower-case letter combinations. For example:

Column 1

Column 2

Column 3

Column 4

ig

ov

lv

ow

nv

ov

uv

ot

ur

by

ju

bv

Selecting
sentences to
write a good
story beginning

Written work in other subject areas should be diagnosed to obtain material for writing practice lessons and to determine what individual help is necessary.

Directed Writing

Write the following sentences on the chalkboard, one to a line.

Now Hans had a new friend called Peter.

Hans' best friend had moved away a few weeks ago.

Today they decided to play catch.

Hans and Peter were playing catch.

Sometimes they liked to play football, too.

Peter threw the ball, but it was too high for Hans to catch.

It went right through Mrs. Landmann's window!

Mrs. Landmann used to live two blocks down the street.

Have the pupils read the sentences and determine which ones go together to make a good story beginning. Direct the pupils to put the sentences together in a paragraph, and write a story beginning that tells only about important details and clearly states the problem in the story.

Creative Writing

Personal Writing

After the pupils have written their story beginnings (see Directed Writing), have them write further story developments and complete the stories.

Have the children gather together several examples of personal writing they have done recently. Let each child select a favorite piece of writing and read it to the rest of the group. The compositions may then be posted on the bulletin board.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words

Recognizing and identifying plural forms *s*, *es* and suffixes *en*, *ment*

Recognizing and identifying spelling words and words formed on graphemic bases

Obedience School

Decoding Skills: Word Meaning

Objective

Recognizing and identifying new words

Number of Players

Two to Four

Materials Needed

One "Obedience School" board

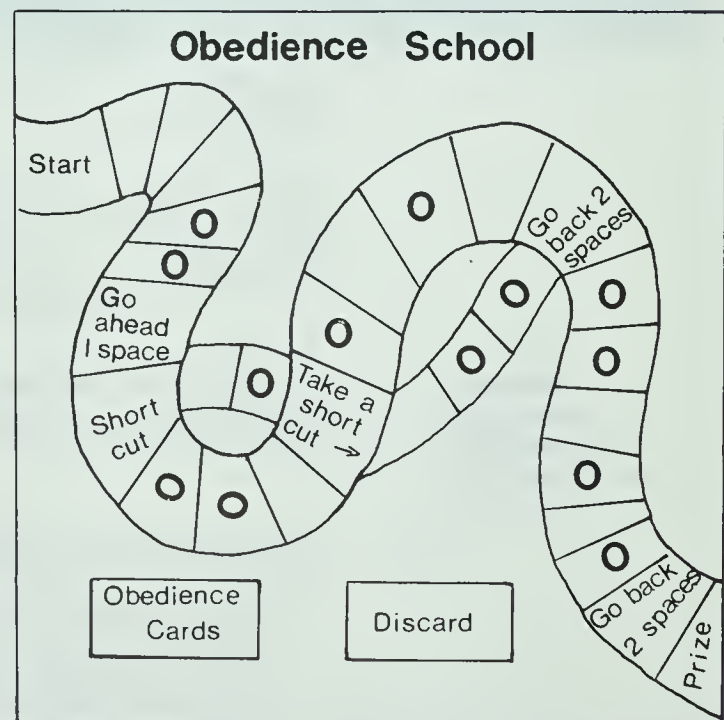
A set of "obedience" cards with words such as *Chinook*, *lodges*, *stolen*, *medicine*, *attention*, *prairie*, *duty*, *delicious*, *alarm*, *tongue*, *surround*,

Dog pictures as markers

A die or spinner

Procedure

A player uses the die or spinner to determine the number of squares to move on the board. If the player's marker lands on an O, she or he takes an obedience card and reads the word. If the player cannot read the word, she or he must return to the original square. The first player to reach the Prize square is the winner.



The Word Inventor

Objective

Recognizing and identifying plural forms *s*, *es* and suffixes *en*, *ment*

Number of Players

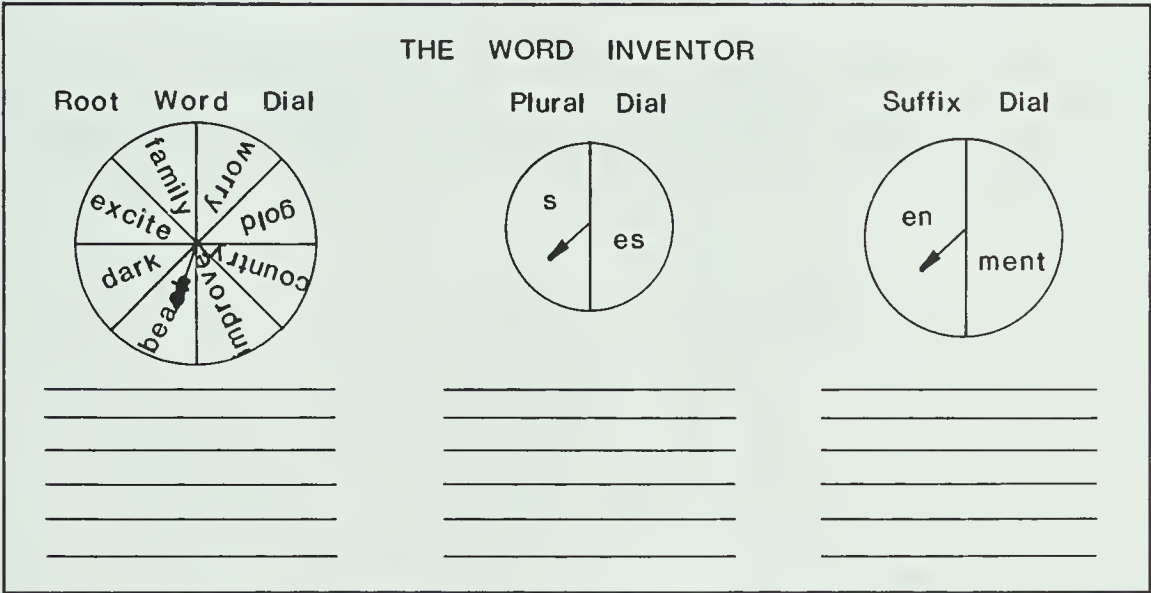
One to Three

Materials Needed

A laminated “Word Inventor” board containing three circles with spinners: one circle for the plural forms *s*, *es*; one circle for root words such as *excite*, *dark*, *improve*, *gold*, *family*, *country*, *beach*, *worry*; one circle for suffixes *en*, *ment*
A washable felt marker per player

Procedure

Each player in turn spins each of the three circles and uses any of the combinations to make a new word. The root word can be used twice if two new words are possible. The player then writes the word or words on her or his list. The player who makes ten correct words first is the winner.



Spelling Tightrope

Objective

Recognizing and identifying spelling words and words formed on graphemic bases

Number of Players

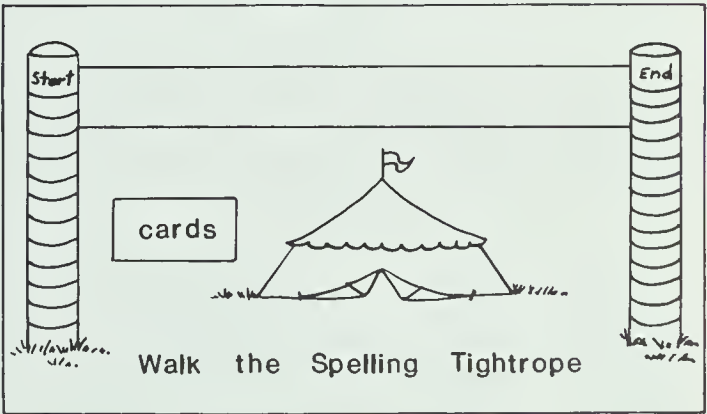
Two

Materials Needed

A “Spelling Tightrope” board
A set of cards for spelling words and words formed on graphemic bases such as *shiver*, *animal*, *friend*, *salt*, *children*, *sorry*, *month*, *because*, *quilt*, *kilt*, *stilts*, *wilt*

Procedure

The first player picks a card and reads the word to the second player. If the second player can spell the word correctly, the card is placed on his or her tightrope. The first player to fill a tightrope by placing word cards side by side is the winner.



Spelling

COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
Reading interpretively
Applying story idea to personal experience
Drawing conclusions; making judgments; expressing opinions
Valuing
Listening to classify and distinguish patterns
Recognizing and identifying the main idea
Summarizing; identifying organizational patterns
Following directions

INTEGRATIVE OPTIONS

Mathematics — making a circle graph
Visual Arts — making posters
Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondence /f/gh
Recognizing and identifying phoneme-grapheme correspondences /o/au, /o/augh/o/aw, a before ll or l, after w
Recognizing and identifying phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g
Recognizing and identifying contractions
*Recognizing and identifying words, using graphemic base ate
Noting the number of syllables; stressed syllables; unstressed syllables
Dividing words into syllables; applying syllabication to decoding
Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — uses of apostrophes: contractions and possessives — use of italics
Producing, recognizing and identifying subjects and predicates
Using, recognizing, and identifying pronouns and their antecedents
Producing, recognizing, and identifying compound sentence patterns using the connective and: compound subjects, predicates, and objects
Punctuating sentences: periods, question marks, exclamation points, and apostrophes
Producing, recognizing and identifying alphabetic sequence
Using personal dictionaries

WRITING

Learning to write the letters K and U
Recognizing and identifying topic sentences in paragraphs (first sentence)
Developing cooperative paragraph using given topic sentence
Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*,
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying compound words
Recognizing syllables in words

Literary Appreciation**

Relating picture and story
Interpreting emotions of characters
Drawing inferences about story characters
Valuing the story

Listening**

Listening attentively in discussions
Listening to interpretive reading
Listening to classify and distinguish patterns
Listening to identify phoneme-grapheme correspondences /f/gh, /o/au, /o/augh, /o/aw, a before l, ll, a after w
Listening to note number of syllables; stressed syllables; effect of stress on unstressed syllables
Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Speculating; formulating questions
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
Reading interpretively
Applying story idea to personal experience
Drawing conclusions; making judgments; expressing opinions
Valuing
Listening to classify and distinguish patterns
Recognizing and identifying the main idea
Summarizing; identifying organizational patterns
Following directions

Developing Pupil Inquiry

Have the group turn to the table of contents. "Find the first story. What is the name of the story?"

Let the pupils speculate on what the story might be about.

"Is there something you would like to know about this story? What questions would you like to ask?"

When someone volunteers a question, write it on the chalkboard or on a sheet of newsprint. If the pupils do not ask any questions or have difficulty formulating them, model the questions for them. You might say, "I would like to know if Gabrielle and Selena are friends. How would *you* ask me that question?" When a child has asked the question, write it on the chalkboard.

Have the pupils look again at the table of contents and find the number of the page on which the story begins. "Turn to page 6 and see what you can find out about the story."

Have the pupils turn to page 6, note the title, and look at the illustration on the opposite page. Discuss questions such as the following: "Who do you think the people in the picture are? What is happening in the picture? What do you think the girls might be talking about?"

Have the children look at the illustrations in the rest of the story and discuss briefly the happenings depicted in them. "Where do Gabrielle and Selena go? What happens to the girls during supper? What jobs do they do after supper? How do the girls feel? What happens at the end of the story? Why do you think the girls might be laughing?"

"What other questions would you like to ask about the story?" When someone volunteers, write the question under the questions on the chalkboard or newsprint. If necessary, continue to model questions for the pupils. Questions might be as follows:

Are Gabrielle and Selena friends?

Why do Gabrielle and Selena go to one another's houses?

Do the girls go back to their own families at the end of the story?

"Now read the story to see whether you can find the answers to your questions."

Developing Pupil Response

Have the pupils who are able to do so independently read the entire story silently. Guide the reading, one or two pages at a time for the children who need this assistance. Some pupils may need to read orally.

When the children finish reading, refer them to the first question listed in the question box. "Do you know now whether Gabrielle and Selena are friends?"

Have the children discuss the answer to the question, and then verify the answer by reading aloud the pertinent story lines. Then ask them to check off the answered questions.

*Using the table
of contents*

Speculating

Formulating questions

*Observing
picture
details; speculating*

Drawing inferences

*Formulating
questions*

Reading

*Recalling details;
verifying answers*

Have the pupils answer the rest of the questions and verify them by reading the appropriate story lines. If there are questions that cannot be answered in the story, encourage the pupils to infer, predict, or speculate upon the answers.

Have the children take the parts of Gabrielle, Selena, their parents, and the narrator. Give the pupils time to prepare an oral reading of the story. Encourage them to read in the way that they think the story characters would speak. "How do you think this character is feeling in this part of the story? How can you show or interpret these feelings with your voice?"

Synthesizing

1. "Why did Selena and Gabrielle trade places with one another? Have you ever felt the way they did? If so, tell about it."

2. "Have you ever imagined trading places with someone? What was it like? Why did you want to be this person?"

3. "How do you think Gabrielle and Selena's parents felt when their daughters decided not to live at their own homes any more?"

4. "How did Gabrielle and Selena's families trick the two girls? Why do you think they did this? Would it have been better just to make the girls go back to their own homes? Why or why not?"

5. "Do you think it was mean to trick the girls this way? Tell why you think as you do."

6. "What jobs did Gabrielle and Selena have to do at each other's houses? How did they feel about doing these jobs? What jobs do you have to do at home? Do you think children should help around the house? Why or why not?"

7. "What lesson do you think Gabrielle and Selena learned in this story? Do you think they will ever trade places again? Why?"

Developing Comprehension, Research, and Listening Skills

Listening. Place the following sentence on the board. Have the pupils examine the underlined words for a pattern and name the two categories into which the words can be placed (fish and meat).

I like tuna but not chicken, salmon but not liver, halibut but not beef, shrimp but not pork, and lobster but not ham.

Then have the children listen carefully while you say the following sentences. They are to listen for the pattern developed in the word pairs. When a child thinks he or she has discovered the pattern, let the child add a phrase onto the sentence. When most of the children in the group have identified the pattern, ask someone to explain it and then go on to a new sentence. Some sentences you could use are the following:

1. I like robins but not dogs, blue jays but not horses, crows but not cats, sparrows but not elephants . . . (birds but not animals)

2. I like oranges but not radishes, apples but not cabbage, bananas but not carrots, peaches but not potatoes . . . (fruit but not vegetables)

3. I like apples but not bananas, airplanes but not boats, apes but not bears, ants but not beetles . . . (things beginning with "a" but not things beginning with "b")

Some children may wish to make up their own sentences to tell to the group.

Literal Comprehension. Write the following paragraphs on the chalkboard or duplicate copies of them to distribute to the children. Have the pupils read each paragraph, think about what the main idea of the paragraph is, and make up a suitable title for it. After the children have made up their titles, let them compare, discuss, and evaluate one another's ideas.

1. _____

Selena's cat is black. His name is Puffy because his fur is so long and fluffy. Selena brushes Puffy every day and gives him food and milk at suppertime.

2. _____

Each morning Gabrielle makes her bed. Then she helps her mother pack lunch bags. After supper she clears the table and does the dishes.

3. _____

One day Gabrielle decided to change places with her friend, Selena. Gabrielle became Selena and went to Selena's house for supper. In their new homes Selena and Gabriella had to eat foods they hated and do many jobs.

Summarizing;
identifying
organizational
patterns

Critical Comprehension. Write the exercise below on the chalkboard. Have the children read each story. They are then to read the sentence below it and choose the appropriate ending for the sentence. Have the correct ending underlined.

1. One Saturday Selena visited many people. First she went over to her grandmother's house. Then she went to see her friend, Gabrielle. Next she took a bus to her Aunt and Uncle's farm.

The sentences in this story — tell why something happened.

— list things.

— tell in what order things happened.

2. On her birthday Gabrielle got a new doll house. She also got a racing car set. Besides these things, she got some books and a record.

The sentences in this story — tell why something happened.

— list things.

— tell in what order things happened.

3. Selena cried and cried. Her mother had said she would take her to the circus. Now Selena's mother was sick and they couldn't go. Selena was very sad.

The sentences in this story — tell why something happened.

— list things.

— tell in what order things happened.

Following directions

Literal Comprehension. Write the following sentences on the chalkboard or on a chart. Let a child draw a number from a box, silently read the corresponding numbered sentence, and act out the sentence as directed. Let another child in the group find and read the sentence aloud. After all the sentences have been read, ask the children to point out the most important word or words in each sentence — the word or words that really told them what to do.

1. Catch a big fish and show it to us.
2. Pick berries and put them into a basket.
3. Walk around the teacher's desk.
4. Get the dishes out of the cupboard and set the table.
5. Open the door, look up and down the hall, then close the door and return to your seat.
6. Swat at a fly buzzing around your head.

INTEGRATIVE OPTIONS

Mathematics

Making a Circle Graph. Have each child keep a record of his or her activities for an average weekday and the length of time spent on each activity. Headings such as eating, playing, sleeping, school, watching TV, working, should be developed.

On the chalkboard demonstrate how a colored circle graph can be made of this information using hypothetical figures.

Key: red — sleep
blue — school
yellow — eating
orange — working
green — playing
purple — watching TV

Have each child make a colored circle graph of his or her activities. Then ask the children to make up three problems about their graphs. Have them exchange graphs and problem sheets in order to figure out the answers to one another's problems.

Making Posters. Provide each child with a large sheet of paper with which to make a "Me Poster." On their posters the children are to make a collage of words and drawn or cut-out pictures which tell about themselves.

A group discussion of possible poster inclusions should come before the work begins. A list of topics like the following could be formulated during the discussion: vital statistics (hair and eye color; height and mass; age, birthdate); pets; favorite things (animals, foods, colors, books, TV shows, clothes, places); family members; earliest memory; most important events in life; hand, finger, foot, mouth prints; wishes, dreams; things I'm good at; things I'd like to do; things that make me sad, happy, silly, frustrated; what I want to be; friends; trips; photos.

The completed posters could be displayed around the classroom if the children wish.

Book Center

Cone, Molly. *Call Me Moose*. Houghton Mifflin.

Everyone calls Martha, Moose, so she decides to act like one.

Hallinam, P. K. *I'm Glad to Be Me*. Children's Press.

Verses describe the feelings of a boy who likes being himself and exploring his part of the world.

Hallinam, P. K. *Where's Michael?* Children's Press.

Michael tries to attract attention by wearing animal disguises until he learns that he'd rather be himself.

Film Center

Fine Feathers. 5½ mins. National Film Board.

Just One Me. 11 mins. Marlin.

How Do You Feel? 10 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context

Recognizing and identifying words, using context

Recognizing and identifying the phoneme-grapheme correspondence /f/gh

Recognizing and identifying the phoneme-grapheme correspondences o/au, /o/augh, a before /o/aw, ll or l, a after w

Recognizing and identifying the phoneme-grapheme correspondences /s/s, /z/s, /k/c, /s/c, /g/g, /j/g

Recognizing and identifying compound words

Recognizing and identifying contractions

*Recognizing and identifying words, using graphemic base ate

Noting the number of syllables heard in words

Noting stressed syllables; the effects of stress on unstressed syllables

Dividing words into syllables; applying syllabication to decoding

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

* Introduction to a new element

Materials Needed

A set of cards numbered 1-8 for each pupil
Duplicated worksheets for the exercise on variant sounds represented by s, c, g (optional)
Lined worksheets for the exercise on compound words
Lined worksheets for the spelling activities
Spelling notebooks

Word Meaning

New Words: *Gabrielle, Selena, Mr. Mayer's, favorite, vegetable, certainly, omelet, chocolate, usually, realized, beneath*

Decodable Words: *exactly, extra-big, complained, goodness, healthy*

Write the following words and sentences on the board. Give each pupil a set of cards numbered 1-8.

1. favorite
2. vegetable
3. certainly
4. omelet
5. chocolate
6. usually
7. realized
8. beneath

We planted peas, beans, and carrots in the ____ garden.

We sometimes ____ watch TV after dinner.

I like ice cream. In fact, it's my ____ dessert.

The girls laughed when they ____ that their parents had been fooling them.

This is ____ a beautiful day.

Selena really did like ____ cake.

The cat was hiding ____ the back porch.

Mom used eight eggs in that big ____.

Ask the pupils to read each sentence to themselves. They are then to find in the word list a word that belongs in the sentence and hold up the card with the number of that word on it. When a word has been selected, write it in the blank and have the completed sentence read aloud to make sure the word makes sense in it. Discuss each time the word or words in the sentence that helped the pupils to know which word to choose. Write the following sentences on the board.

1. After we ate fish and vegetables, we had chocolate pudding for dessert.
2. That hotdog is bigger than I expected. It's extra-big.
3. Nothing pleases her. She complains about everything.
4. Joe is never sick. He's a very healthy boy.
5. Selena's dress is not exactly the same as Gabrielle's. The pockets are different.

Have each sentence or pair of sentences read aloud. Call attention to the underlined words and let the pupils try to arrive at definitions for them, using context to provide clues.

Phonemic Analysis

To reinforce the realization that *f*, *ff*, and *gh* may all stand for the /f/ sound as in *if*, write the following pairs of rhyming words on the board.

rough	enough	half	off	tough	laughter
gruff	stuff	laugh	cough	puff	after

Have each pair of words read and the letter or letters that stand for the /f/ sound identified. Then have the pupils make up nonsense rhyming couplets.

Write on the board: *paw, laundry, caught, ball, wash*. Have the words pronounced and the letters that stand for the vowel sounds identified. Elicit that all the words have the same vowel sound. Leave the words on the board as headings and add another heading — *The dump*.

Recognizing
and identifying
new words, using
context

Recognizing and
identifying
words, using
context

Recognizing and
identifying the
correspondence
/f/gh

Recognizing and
identifying
correspondences
/o/au, /o/augh,
/o/aw, a before
ll or l and after w

Write the following words on the board:

stall	want	automatic	straw	watch
waste	chalk	balcony	swat	crawl
cause	claw	swallow	show	halter
almost	bald	taught	hawk	laugh

Call upon pupils to pronounce each word and tell under which heading it belongs, according to the vowel sound and spelling. If a word does not contain the unglided /o/ sound as in *dog*, it belongs in the dump. As each word is given, write it under the heading. When all the words have been allocated, have each column read aloud, to make sure every word has the same vowel sound represented by the same letters as in the heading. Check the words in the "dump" too, to see that no words that belong elsewhere have been listed there.

Duplicate the following worksheet and distribute copies to the pupils for independent work.

A. Read each sentence. Draw a ring around every *s* that stands for the sound heard at the end of *yes*. Draw a line under every *s* that stands for the sound heard at the end of *his*.

1. Omelets tasted like wet newspaper to Selena.
2. Selena got bread and butter for dessert after supper.
3. Would you rather sweep floors or wash dishes?

B. Read each sentence. Draw a ring around every *c* that stands for the sound heard at the beginning of *cat*. Draw a line under every *c* that stands for the sound heard at the beginning of *city*.

1. They had ice cream and chocolate cake.
2. Gabrielle decided that magic could make them change places.
3. Selena complained in a small voice that she hadn't had dessert.

C. Read each sentence. Draw a ring around every *g* that stands for the sound heard at the beginning of *get*. Draw a line under every *g* that stands for the sound heard at the beginning of *giant*.

1. Gabrielle got a large helping of vegetables.
2. Selena managed to eat the extra-big omelet.
3. "I guess I'll go home now," she said gently.

If preferred, the exercise may be done on the board and the responses given orally.

Help the pupils to formulate a summary of the generalizations involved with *c*, *s*, and *g*. (Each letter may have two different sounds; *c* may sound as *s* or *k*; *s* may sound as *s* or *z*; *g* may sound as *g* or *j*.) Using the key words for each phoneme-grapheme correspondence in the above activity, have the pupils find words containing similar correspondences in their reader or a dictionary and list these words under the appropriate key words.

Structural Analysis

Give the pupils lined worksheets. Place the following words on the board:

every	brush
half	paper
tooth	where
for	how
door	get
news	way
some	light
side	bell
street	thing
sun	walk

Ask the pupils to join words in the two columns to make as many compound words as they can. Then have them write three sentences using some of the compound words they have made. (Possible compounds are *everywhere*, *everything*, *halfway*, *toothbrush*, *forget*, *doorway*, *doorbell*, *newspaper*, *somewhere*, *somehow*, *someway*, *something*, *sidewalk*, *streetlight*, *sunlight*. Do not expect the pupils to get them all.)

Recognizing and
identifying
correspondences
/s/s, /z/s, /k/c,
/s/c, /g/g, /j/g

Recognizing
and identifying
compound
words

Write the following on the board:

She is playing.
We are working.
They will come.
You had better run.
I have been there.

Have each sentence read. Call attention to the underlined words and have the contracted forms pronounced and spelled.

Ask the pupils to read two or three pages of the reader story to find contractions. As each one is found, have the two words that have been contracted identified.

To contrast the informality of the use of contractions with the formality produced by using the two words, write the following on the board:

A	B
Did not,	Didn't
would not,	wouldn't,
could not,	couldn't
come;	come;
had not,	hadn't,
should not,	shouldn't,
did not,	didn't,
run.	run.

Let the pupils sing the words in each column to the tune of "I Love Coffee, I Love Tea." As they sing the words in column A, have them clap every word. As they sing the contractions in column B, have them clap only the accented syllable of each contraction. The contrast between the sedate, formal effect in column A and the informal, syncopated rhythm of column B should be easily appreciated. Comparing the "sound" of contractions and long forms in pairs of sentences could also be used to illustrate the difference in formality between the two forms.

To present the graphemic base *ate*, write the column of words below on the board.

ate
crate
date
fate
gate
grate
hate
Kate
late
mate
plate
rate
skate
slate
state

Have the words read and the part that is the same in all of them underlined. Call on volunteers to use some of the words in oral sentences. If you think the pupils are not familiar with some of the words, look those words up in a junior dictionary. Read the definitions to the group and use the words in sentences for the pupils.

Syllabication

Say the following words and have the pupils hold up one, two, three, or four fingers to indicate the number of syllables they hear in each word.

favorite	dessert	vegetable	beneath	together
usually	bread	certainly	porch	sister

Noting
stressed
syllables;
the
effect of
stress

Write the words below on the board.

magic
forget

realize
exactly

complain
turnips

vegetable
chocolate

Have each word pronounced and the stressed syllable identified and underlined. Have the word pronounced again as the pupils listen for the unstressed syllables. Help the pupils to realize that these unstressed syllables are pronounced so lightly that it is often impossible to determine what the vowel sound is.

Place the following words on the board:

magic
healthy
sidewalk
supper
trouble

Ask pupils to tell where each word should be divided into syllables and explain why it should be divided in that way.

Now put these words on the board:

huddled
delight
gather
harpoon
camel

Have the pupils divide each word into syllables, decode the syllables separately, and then put them back together again to decode the whole word. When every word has been decoded, have the pupils decide which word belongs in each blank in these sentences.

That music fills me with ____.

A ____ is a kind of spear.

The frightened animals ____ in a corner.

A ____ has a hump on its back.

It's time to ____ up all the books now.

Spelling

Write *ate* on the board and have it pronounced. Then dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences.

1. Be sure to close the garden gate. gate
2. I'm sorry I chipped that plate. plate
3. Maria and Nick were late for school. late
4. That ice is too bumpy to skate on. skate
5. Mom put grated coconut on the cake. grated

Now have the pupils write *ate* on their worksheets, and write the following sequence of words as you indicate the initial letter or letters each time.

ate → crate → date → fate → hate → Kate → mate → rate → slate → state

Write the following sentences on the board.

The children watched TV until bedtime.

The girls will never play that game again.

Have the sentences read aloud. Call attention to the underlined word in each sentence and discuss the meaning and spelling of each one. Ask volunteers to use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure that all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these:

Spelling
words formed on
graphemic base
ate

Spelling
useful words:
until;
never

Gabrielle went to the front door and rang the bell. door
After supper Selena swept the kitchen floor. floor
She was sound asleep on the back porch. asleep

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook.

Spelling words
in dictated
sentences

Dictate the following sentences slowly and clearly and let the pupils try to write them on their worksheets.

Set the plate of dates on the table.
The girl was fast asleep in her bed.
Did you ring the doorbell?

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — uses of apostrophes: contractions and possessives
— use of italics

Producing, recognizing, and identifying subjects and predicates

Using, recognizing, and identifying pronouns and their antecedents

Producing, recognizing, and identifying compound sentence patterns using the connective
and: compound subjects, predicates, and objects

Punctuating sentences: periods, question marks, exclamation points, and apostrophes

Producing, recognizing and identifying alphabetic sequence

Using personal dictionaries

Materials Needed

The readers

Lined paper or notebook for each child in the group

Colored chalks

Cards for the words required under Dictionary Skills

Personal Dictionaries

Sentence Awareness

Recognizing and
identifying uses
of apostrophes:
contractions and
possessives

Ask the children to turn to page 6 in their readers and find the contraction *it's* at the beginning of the fifth paragraph. Have the pupils note the apostrophe and recall that it shows readers that a letter has been left out of the second word represented in the contraction. Elicit that the contraction takes the place of the long form *it is* and that the letter *i* has been omitted.

Direct attention to the word *Selena's* in the third line on page 8 and have the children note the position of the apostrophe. Elicit that *'s* in the word *Selena's* means that the house belonged to Selena.

Have the pupils find other contractions and possessives in the selection and note the position of the apostrophe in each one.

Recognizing and
identifying use
of the dash

Have the children turn to page 7 and read the second paragraph. Recall the name of the punctuation mark after the word *isn't*. Review that the dash indicates a longer pause than the comma indicates, but a shorter pause than the period indicates. Recall that the words before a dash are read with an unfinished inflection of the voice and have a child demonstrate this by reading the sentence aloud.

Review that in many cases, more information or explanation is given after the dash than before the dash. Have the children tell whether this is true in this particular case.

Ask the pupils to turn to page 6 and read the first sentence of the last paragraph.

“What word in this sentence is printed in a different way than the rest of the words are printed? What is different about it?” “Why do you suppose the word *exactly* is printed this way?”

Ask one or two volunteers to read the sentence in the way the special printing tells them to read.

Recognizing and
identifying use
of italics

Sentence Building

Producing,
recognizing, and
identifying
subjects and
predicates

Write the following sentences on the chalkboard.

Gabrielle jumped off the porch.

The dog barked loudly.

In each sentence, have the pupils identify the “doing part” and draw two lines under it. (“What word(s) tells us what someone did?”) Then have the pupils identify the “name part” and draw one line under it. (“What word tells us *who* jumped?”)

Refer to the following incomplete sentences on the chalkboard.

1. Gabrielle
2. fell asleep
3. The family
4. ran quickly

Have a pupil read the first incomplete sentence. “Is this a finished sentence? Why isn’t this a finished sentence?”

“What part of the sentence is the word *Gabrielle*?” If the children have difficulty answering this question, ask instead, “Is the word *Gabrielle* the ‘name part’ or the ‘doing part’ of the sentence?”

“What part of the sentence is missing, the ‘name part’ or the ‘doing part’?”

“What ‘doing words’ can you put with the ‘name word’ on the board to make a finished sentence?”

Write on the board the words the pupils suggest after the word *Gabrielle*, and have the completed sentence read aloud. Accept a variety of “doing words” to formulate complete sentences. Write two or three completed sentences on the board and have them read aloud.

Continue in a similar manner with the rest of the incomplete sentences. You may wish to have the children complete the last two or three sentences on pieces of lined paper.

Write the following pairs of sentences on the chalkboard and have the pupils read them silently and aloud. With the group, note the way the sentences sound repetitious.

1. Selena and Gabrielle were sitting on the steps. Selena and Gabrielle were talking about their families.
2. Gabrielle had an idea. Gabrielle wanted to change places with Selena.
3. Selena liked the plan. It seemed like a good idea to Selena.
4. Gabrielle’s father asked for the salt. Selena passed it to Gabrielle’s father.

Direct attention to the first two sentences. “What small word can you use in the second sentence to take the place of the names *Selena and Gabrielle*?”

Have a child read the sentences aloud, replacing the underlined words in the second sentence with a pronoun. Erase the words *Selena and Gabrielle* and write the pronoun *They* in their place.

“Now read the sentences again. Do they sound better when you use *They* in the second sentence? Why do you think they sound better?”

Continue in a similar manner with the rest of the pairs of sentences.

Write the following exercise on the chalkboard and have the pupils read each pair of sentences silently.

1. Gabrielle sat on the steps. Selena sat on the steps.
2. Gabrielle brushed her teeth. Gabrielle ate her breakfast.
3. Selena had a cat. Selena had a dog.
4. Gabrielle hated eating turnips. Selena hated eating omelets.
5. Selena’s cat was black. Selena’s cat was fluffy.
6. Gabrielle hated the supper. Selena hated the supper.
7. Gabrielle walked up the street. Gabrielle walked down the street.

Recall with the children that they can join each pair of sentences into one sentence with the word *and*. In each case, elicit the required compound sentence and write it on the chalkboard. For example: *Gabrielle and Selena sat on the steps*. Then have the group note what changes occurred in punctuation, capitalization and wording. You may wish to have the children combine independently and write on lined paper the last two or three sentences in the exercise.

Using,
recognizing, and
identifying
pronouns and their
antecedents

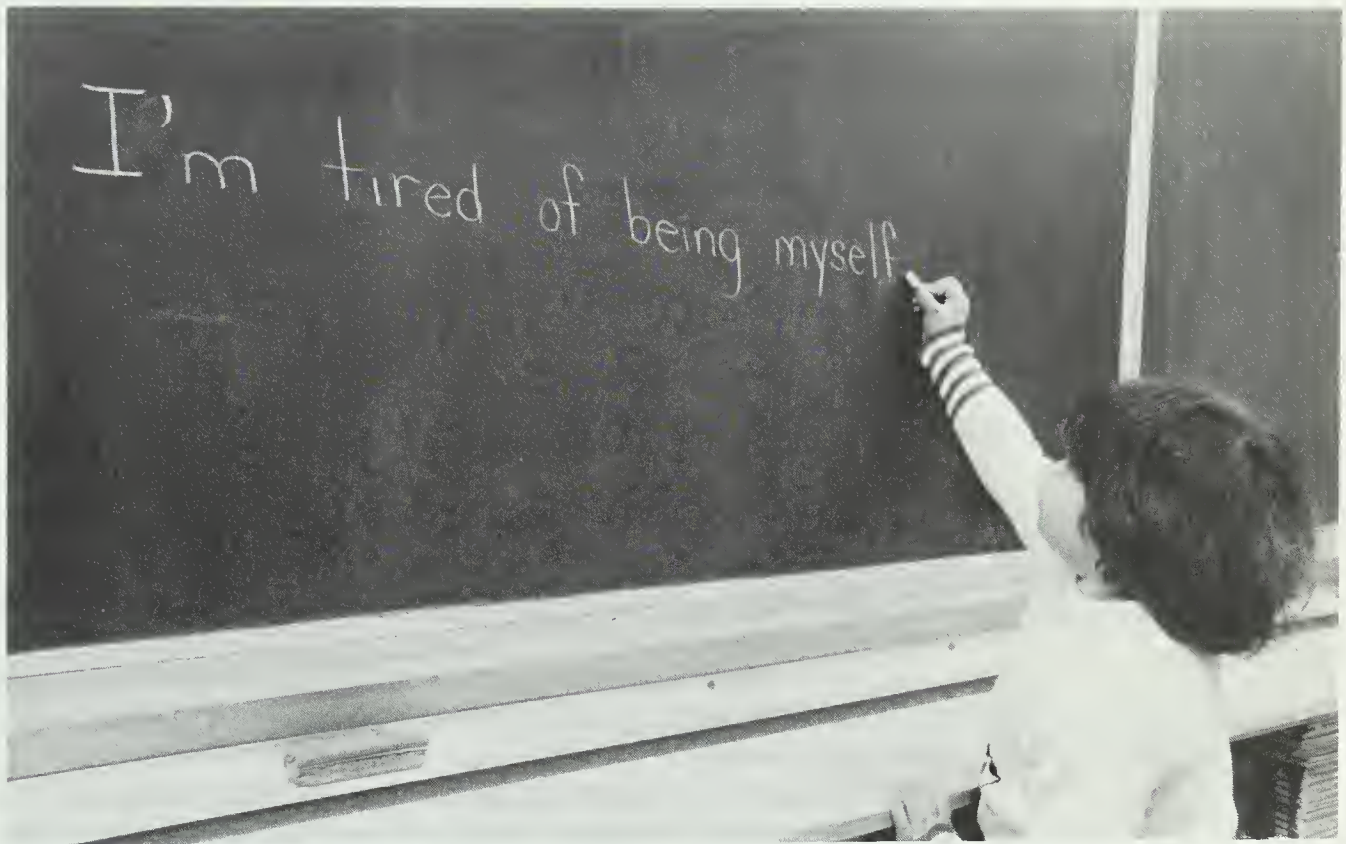
Producing,
recognizing, and
identifying
compound
sentence patterns
using the connective
and; compound
subjects, predicates,
and objects

Punctuation

*Punctuating
sentences:
periods,
question marks,
exclamation points,
and apostrophes*

Write the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks in the first four sentences. Then have them write the remainder on their papers, adding the punctuation marks as they do so. After the exercise is completed, have the children punctuate the last four sentences on the chalkboard. A different color of chalk may be used for each kind of punctuation mark.

1. Im tired of being myself
2. Are turnips a vegetable
3. Sweep the floor
4. Gabrielle rang the doorbell at Selenas house
5. I hate omelets
6. Gabrielle and Selena sat on Mr Mayers front steps
7. Do you want to go home now
8. What a hot day



Dictionary Skills

*Producing,
recognizing, and
identifying
alphabetic sequence*

Prepare two or three cards for each of the following words: *ambition, visitor, exhausted, plane, hero, chickadee, tortoise, flew, groaned, yarn, jungle, bearded, row, knelt, lessons, instead, doubt, miserable, Selena, over, zoo, use, quilt, wasted, newspaper.*

Give eight, nine, or ten cards to each pupil in the group. Direct each child to place his or her cards in correct alphabetical order. Have the children repeat the process several times, using different word cards each time.

After the exercise is finished, have the pupils arrange all the cards in alphabetical order on the chalkboard ledge.

Refer the children to the following lists of words on the chalkboard. Have them write the groups of words on their lined papers in correct alphabetical order.

1. year youngest yard
2. valuable voices visit veterinarian
3. pillow party putting proudly
4. meadow marched mice music
5. insect Ivan island idea

*Using personal
dictionaries*

Continue with the use of personal dictionaries. Have the children enter their favorite words from the reader selection. For details, see the lesson for "How the Bear Stole the Chinook."

WRITING

Objectives

Learning to write the letters *K* and *U*

Recognizing and identifying topic sentences in paragraphs (first sentence)

Developing cooperative paragraph using given topic sentence

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebook for each child in the group

Newsprint sheets, crayons, felt markers, pencils, etc.

Lined paper and/or notebook for Personal Writing for each child

Personal Journals and/or diaries

Handwriting

Teach the pupils how to write the upper-case form of the letters *K* and *U*.

1. At the chalkboard, demonstrate the writing of the letter *K* two or three times.



2. Stand with your back to the pupils and trace the letter in the air, describing the direction of each movement. Have the pupils "draw" the letter in the air with you. The children may then make the letter in the air again as you make it on the chalkboard several times. Describe each movement as you make it.

3. The pupils may then trace the letter *K* on their desks with their fingers; trace it in sand; or write the letter with crayons and finger paints as suggested in the lesson for "The Bear Who Stole the Chinook."

4. Let some pupils practice the letter at the lined chalkboard, and then have all the pupils practice the letter several times on their papers. Examine the pupils' work carefully. If necessary, have the children check the models again and do more practice in the air, on their desks, and on their papers.

5. When the pupils have shown that they can write the letter correctly, have them practice the following words. Use the procedure suggested above for the demonstration and practice of the letter *K*. Give the pupils whatever guidance is necessary to form the capital letter and the lower-case combinations correctly.

Ken

King

Kate

Learning to write
the letters *K* and *U*

Follow the above procedure to teach the children how to write the upper-case form of the letter *U*.



When the pupils can write the letter *U* correctly, have them practice the following words.

Unche

Utav

Ursula

Directed Writing

*Recognizing and
identifying topic
sentences in
paragraphs
(first sentence)*

Write the following paragraphs on the chalkboard and have the pupils read them silently and aloud.

Gabrielle and Selena liked to do things together. They went to school together and they played together after school. Sometimes they played at Gabrielle's house and sometimes they played at Selena's house. In the summer they went swimming and rode their bikes together.

On her birthday, Selena had all her favorite foods. For breakfast she had toast, strawberries, and orange juice. For lunch she had a tuna salad and milk. At her party, Selena and her friends had chocolate cake and ice cream.

Have the children find the sentence in the first paragraph that tells about all the other sentences. Elicit that the first sentence tells about the other sentences. Encourage the pupils to explain in their own words how they know that the first sentence tells about all the other sentences. Explain that the sentence that tells about all the other sentences in a paragraph is called a topic sentence.

Have the children find the sentence in the second paragraph that tells about all the other sentences — the topic sentence. Encourage the pupils to explain in their own words how they know that the first sentence is the topic sentence.

If the pupils have difficulty understanding the relationship between the topic sentence and the other sentences in a paragraph, have them discuss each developing sentence in turn and how it relates to the topic sentence. For example: "Read the second sentence in the paragraph. Does this sentence tell about Gabrielle and Selena doing things together?"

With the pupils, develop a chalkboard paragraph using one of the following topic sentences. As the children suggest developing sentences for the paragraph, elicit that the first sentence is the topic sentence and it tells about all the other sentences, and that the other sentences in the paragraph give more information about the topic sentence.

There are many interesting animals at the zoo.
Gabrielle likes to help her mother get the supper ready.
Mabel and Danny have fun outdoors in spring.
Emma went to the beach with her family.

*Developing
cooperative
paragraph using
given topic
sentence*

Creative Writing

Personal Writing

Have the pupils continue Personal Writing activities as discussed in the *Writing* strand for Story 1 in *Just Beyond*. For this lesson, have the children write their own paragraphs using given topic sentences. Let them select one or more of the topic sentences suggested in Directed Writing, or write several topic sentences on slips of paper (one sentence on each piece of paper) and have the children choose one or more. Remind the pupils to indent the topic sentence.

Further suggestions for topic sentences are the following:

I can see many things from my bedroom window.
My friends are playing in the schoolyard.
It's fun to walk home from school with my friend.
When I was sick I had to stay home from school.

Suggest that the children imagine that they traded places with someone else for a day and that they write a story telling about what happened on that special day. Have them tell what they did, where they went, what adventures they had, and whether or not they were glad to be themselves again at the end of the day.

Display a number of posters around the classroom with headings such as

Happiness is . . .
I feel angry when . . .
These things make me feel excited . . .

Let the children write graffiti-style responses with felt markers on the posters whenever they wish. They will enjoy reading one another's contributions and comparing the ideas expressed. Evocative photographs or challenging statements on posters could be used in a similar way.

The pupils might like to write the diary entries that they think Gabrielle and Selena might have made after their change-of-place experience. Some children might prefer to write their own diary entries or write in their Personal Journals (see below). If necessary, review the writing of diary entries.

For further writing, suggest that the pupils write stories about their own experiences at home or at school.

Personal Journal

Writing in the Personal Journal should be continued. For details see the *Writing* strand for "The Magic Mill" in *Just Beyond*. After the completion of the Personal Writing activities suggested above, provide further writing time for those children who wish to make entries in their Personal Journals.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying compound words
Recognizing syllables in words

Compound It!

Objective

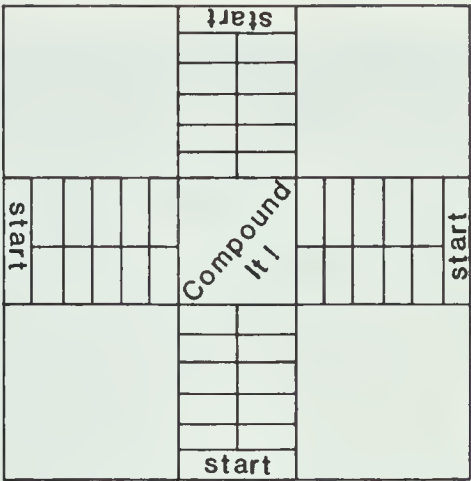
Recognizing and identifying compound words

Number of Players

Two to Four

Materials Needed

- One “Compound It!” board
- Cards for words such as the following:
some, one, moon, light, ball, park, school, yard, back, ground, sun, shine, bumble, bee, fire, fighter



Procedure

The cards are shuffled and placed in a pile between the players. Each player takes four cards. The players then take turns to pick one card from the pile and to add it to those she or he already has. If any two of the cards held make a compound word, it is placed on the player's ladder. The first player to complete a ladder is the winner.

On Our Way

Objective

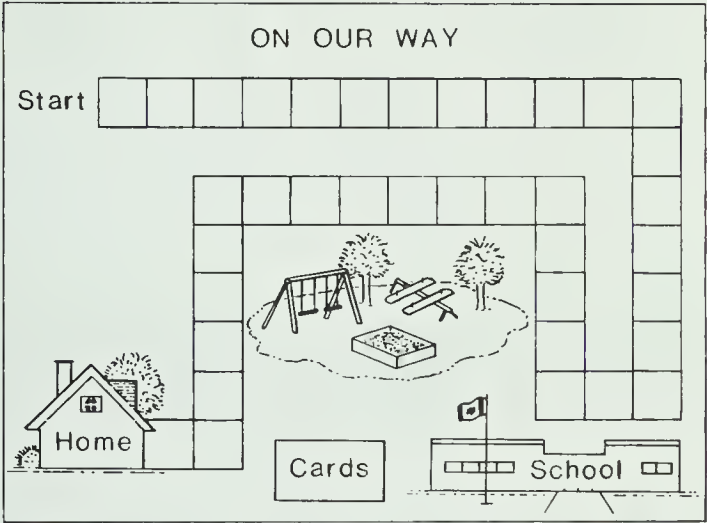
Recognizing syllables in words

Number of Players

One to Four

Materials Needed

- One “On Our Way” board
- Set of four place markers
- Set of word cards with words such as *turnip, exact, newspaper, vinegar, favor, crumble, fielder, urgent, spirits, extra, barrel, gathering, lifeline, wizard*
- Each card has a number from one to four on the back.
- Set of cards with directions such as *miss a turn; take an extra turn; move ahead two spaces; go back two spaces*



Procedure

Both sets of cards are combined, shuffled well, and placed face down on the board. Each player in turn takes a card from the top. If the card is a word card, the player tells where the word should be divided into syllables. If the player is correct, she or he moves ahead the number of spaces indicated on the back of the card. If incorrect, the player remains in her or his original place. If a direction card is taken, the player follows the direction on the card. The first player to reach “Home” is the winner.

Syllabication

COMPREHENSION

Using the table of contents
Speculating; predicting; formulating questions
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
Drawing conclusions; expressing opinions
Discussing oral reading skills
Reading interpretively
Identifying problems and solutions
Describing character; comparing characters
Valuing
Identifying characteristics of a fairy tale
Recognizing and identifying cause-and-effect relationships

INTEGRATIVE OPTIONS

Visual Arts — drawing a story map
Drama — acting out the story
Storybooks — listening to stories
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying words with multiple meanings
Recognizing and identifying vowel sounds controlled by *r*
Recognizing and identifying phoneme-grapheme correspondence /u/ o
Recognizing and identifying suffixes and root words
Recognizing and identifying the suffix *ous*
Dividing multisyllabic words into syllables
Observing the spelling of useful words; of spelling words
Spelling words in dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — tag phrases and direct speech; noting punctuation — command sentences — words denoting sequence of events
Producing, recognizing, and identifying command sentences
Using, recognizing, and identifying irregular past tenses *was, were, did, and done*
Producing, recognizing, and identifying correct word order in sentences
Producing, recognizing, and identifying compound sentence patterns using the connectives *but, so, and or*
Punctuating a paragraph: periods, quotation marks, question marks, exclamation points, apostrophes, and commas in direct speech
Using guide words in a dictionary

WRITING

Learning to write the letters *V* and *W*
Recognizing and identifying topic sentences in paragraphs (last sentence)
Developing cooperative paragraph using given topic sentence
Developing story from different point of view
Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying spelling words

Literary Appreciation**

Relating picture and story
Reading interpretively
Identifying problem in story and its solution
Drawing inferences about story characters
Comparing characters in folk or fairy tales
Valuing the story
Identifying characteristics of fairy tale
Discriminating between real and make-believe

Listening**

Listening attentively in discussions
Listening to evaluate interpretive reading
Listening to stories
Listening to identify vowel sounds controlled by *r* and phoneme-grapheme correspondence /u/ o
Listening to divide into syllables multisyllabic words
Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Speculating; predicting; formulating questions
Observing picture details
Drawing inferences; inferring feelings
Recalling details; verifying answers
Drawing conclusions; expressing opinions
Discussing oral reading skills
Reading interpretively
Identifying problems and solutions
Describing character; comparing characters
Valuing
Identifying characteristics of a fairy tale
Recognizing and identifying cause-and-effect relationships

Developing Pupil Inquiry

Using the table of contents

Speculating

Predicting

Observing picture details; drawing inferences

Formulating questions

Have the children turn to the table of contents. "What is the title of the second story in this book?" Ask a volunteer from the group to read the title aloud.

Encourage the pupils to speculate briefly about what the story might be about. "What do you think the flying ship might look like?" Encourage the children to discuss their ideas. You may wish to let them go on to draw pictures of flying ships. Then ask the pupils to turn to page 23 in their readers and compare their ideas with those of the artist.

"What kinds of adventures do you think the owner of a flying ship might have?" Give the children plenty of time to develop their ideas freely.

Have the children look briefly at the other pictures in Part One of the story. "What kind of story do you think this might be? Tell why you think as you do."

"Is there anything you want to know about this story? What would you like to ask?" When the children have asked their questions, write them on the chalkboard or on newsprint. If the children have difficulty formulating questions, model one or two examples for them. "I would like to know whether this is a fairy tale. How would you ask that question?" Some questions the children might ask are

Is this a fairy tale?

Where does the flying ship come from?

Where does the boy go in the flying ship?

Does the boy take all the people along with him in the ship?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

Have the children read Part One of the story silently. When all the pupils finish reading, refer them to the question box. Have the children tell the answers to the questions in their own words, and then verify them by reading the appropriate story lines. Let the children check off the questions as they are answered and verified or discussed. If any of the questions remain unanswered, ask, "Where do you think you will find the answers to these questions?" Elicit that they will probably find the answers in Part Two of the story.

Have the children look at the illustration on page 24. "How do you think the Czar is feeling on this page? Why do you think he feels this way?" (If the children have difficulty with this question, refer them back to the Czar's speech on page 23.) "What do you think the Czar might do now? How do you think Ivan's new friends might help him?"

"Do you have any questions you would like to ask about Part Two of the story?" The children

*Reading
Recalling details;
verifying answers*

*Observing picture details; inferring feelings; drawing conclusions; speculating
Formulating questions*

Reading
Recalling details;
verifying answers

Discussing oral
reading skills

Reading
interpretively

Identifying problems
and solutions

Recalling details

Drawing inferences

Describing character;
comparing
characters

Valuing

Identifying
characteristics of
fairy tale

Valuing;
expressing opinions

Drawing
inferences

may wish to add questions like these to the question box: "Will the Czar try to keep his daughter from marrying Ivan? How will he do this? Will he succeed?"

Have the children read to the end of the story silently. Then have them answer and verify the questions remaining in the question box.

Because there is repetition of pattern in this selection, the story lends itself to oral reading for fluency and expression. First discuss with the children the goals for good oral reading, for example:

Sound the way people talk.

Observe the punctuation marks.

Use expression.

Take time to pronounce words clearly so that the listeners can hear what is being read.

Group the words properly to give fluency.

Choose several children to read different parts of the story and let them prepare it in advance. Have the other children listen with books closed as these children read. Encourage positive comments and evaluation about the reading when it is completed.

Then have the children read the entire story orally taking the parts of the different characters and the narrator. Try to give each member of the group an opportunity to read both dialogue and narration.

Synthesizing

1. "What is the problem in Part One of the story? How is the Czar's problem solved? Who has a problem in the second part of the story? What is it? How does he solve his problem?"

2. "Name the people Ivan met on his way to the palace. How did each of these people help him gain the princess and half the kingdom?"

3. "Why did the Czar set so many tasks for Ivan to perform before he might marry the princess? What does this tell you about the Czar's character?"

4. "What characteristics did Ivan have which made everyone he met like him and which enabled him to get the flying ship and win the reward? Think about other folk or fairy tales you have heard or read. Which of the heroes and heroines of these stories had the same characteristics as Ivan? Tell us about them."

5. "What lesson do you think the author of this tale is trying to teach? How can you apply this lesson to yourself?"

6. Recall the characteristics of a folk or fairy tale with the children. If you have a chart of these characteristics, drawn up in connection with earlier reader stories, refer the children to it. If not, elicit what they remember about such stories, and add any items they miss. The chart should include such characteristics as the following:

It might have a "once upon a time" beginning.

Magic things might happen.

There might be fairies, wizards, witches, and so on.

There might be kings or queens.

There might be a princess who is given as a reward for certain deeds.

It might be about wishes that come true.

It might have a happy ending.

It might teach a lesson.

It might have a hero who is good, kind, and brave.

When the list has been drawn up or read over, have the children consider which characteristics are found in "The Flying Ship" and find and read aloud examples in the story to illustrate.

7. "Did you like this story? Why or why not? What was your favorite part of the story? Tell why you liked this part best."

Developing Comprehension, Research, and Listening Skills

Critical Comprehension. Write the following sentences on the chalkboard. Have the children read each one and discuss if it applies to the story, and if so, in what way. Let the children cross out statements that cannot be applied to the story.

1. Sometimes even impossible wishes can be fulfilled.
2. Kindness can bring rich rewards.
3. Save something for a rainy day. (x)
4. Share what little you have and you may be repaid many times over.
5. The strong man always wins the prize. (x)
6. Beware of people who work magic. (x)
7. Do not judge a person by their possessions or wealth.
8. Breaking bad habits is most difficult. (x)
9. Good friends can help one another through bad times.

Drawing inferences

Critical Comprehension. Write the following statements on the chalkboard or on a chart. Ask the children to read each statement, decide whether it is correct or not according to the story, and mark it Yes or No. Then have the children find proof for their decisions by finding verifying sentences or paragraphs in the text. Remind the children to skim when looking for the proof of their answers.

1. This story happened before airplanes were invented. (Yes)
2. Ivan knew just where to find someone to make a flying ship. (No)
3. The old man must have worked some magic on Ivan's lunch. (Yes)
4. The old man took a liking to Ivan. (Yes)
5. Ivan's family was rich. (No)
6. The Czar was very proud and snobbish. (Yes)

Critical Comprehension. Duplicate the following exercise and distribute copies to the children. Ask the pupils to draw a line under each correct ending. When they have finished, let the children compare and support their answers.

1. Ivan's mother didn't want him to look for a flying ship
because she knew he wasn't a pilot.
because she didn't think he was smart enough.
because she thought he was too young.
2. The old man decided to help Ivan
because Ivan was such a handsome lad.
because Ivan was glad to share his lunch and wished it were better.
because Ivan asked him to help.
3. Ivan was certain to get the Czar's reward
because he knew exactly what to do.
because the old man made sure he had everything to help him outsmart the Czar.
because the Czar would agree to anything to get a flying ship.
4. The Czar decided he must trick Ivan
because he liked to play tricks on people he liked.
because he wanted his daughter to marry a prince, not a peasant.
because he wanted to see how smart Ivan was.
5. The Czar finally let his daughter marry Ivan
because he liked Ivan because he was so strong and brave.
because he would rather have a flying ship than a daughter.
because he was afraid of Ivan's great army.

*Recognizing and
identifying cause-
and-effect
relationships*

INTEGRATIVE OPTIONS

Visual Arts

Drawing a Story Map. Suggest that the children make a map to show Ivan's route from his home to the castle and the other sites mentioned in Part Two of the story. Have them mark on it the spot where each event took place (meeting the old man, the oak tree, the place where each friend boarded the ship, the castle, and the mill.)

Interpreting the Story Through Painting Pictures. Some children may enjoy painting pictures of their favorite scenes in the story. If flying ships were not drawn earlier, the children could draw pictures of what they think a flying ship might look like.

Drama

Acting Out the Story. Recall with the children how they made a play, as suggested in the first reader of Level Six. Encourage them to use the same technique and make a play of this story.

Storybooks

Listening to Stories. Read other stories to the children in which events in the first part of the story take place so that problems in the last half are conveniently solved, as in "The Flying Ship." Some stories of this type are *The Five Chinese Brothers* by Claire Huchet Bishop (Coward, McCann, and Geoghegan); *The Table, the Donkey, and the Stick* by Paul Galdone (McGraw-Hill Book Co.); "Six Servants" and "The Musicians of Bremen" in *Tales from Grimm* by Wanda Gag (Coward, McCann, and Geoghegan).

Book Center

Foreman, Michael. *Panda's Puzzle and His Voyage of Discovery*. Bradbury.
Panda learns a valuable lesson in this haunting fantasy.

Maitland, Antony. *Idle Jack*. Farrar, Straus & Giroux.
An English folktale about a boy whose foolishness brings great rewards.

Reesink, Marijke. *The Magic Horse*. McGraw-Hill.
A miller's youngest son saves the wheat fields with the aid of a magic horse.

Ross, Tony. *The Pied Piper of Hamelin*. Lothrop, Lee and Shepard.
The old tale retold.

Williams, Jay. *The Wicked Tricks of Tyl Uilenspiegel*. Four Winds.
Four tales about Holland's legendary folk hero.

Film Center

The Golden Deer. 10 mins. Coronet 3597.

The Man Who Wanted to Fly. 11 mins. Coronet 1991.

The Giant and the Three Golden Hairs. Cassette. Edu-Media 1231207.

The Town Musicians. Cassette. Edu-Media 1231225.

The Tinder Box. Cassette. Edu-Media 1231224.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context

Recognizing and identifying words, using context

Recognizing and identifying words with multiple meanings

Recognizing and identifying vowel sounds controlled by *r*

Recognizing and identifying the phoneme-grapheme correspondence /u/o

Recognizing and identifying suffixes and root words

* Recognizing and identifying the suffix *ous*

Dividing multisyllabic words into syllables

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

* Introduction to a new element

Materials Needed

A set of cards numbered 1-8 for each pupil
Duplicated worksheets for the exercise on multiple meanings of words
Word cards for the exercise on vowels controlled by *r*
Duplicated worksheets for the syllabication exercise
Lined worksheets for the spelling activities
Spelling notebooks

Word Meaning

New Words: *Czar, daughter, Ivan, knapsack, rolls (n), banquet, peasant, furious, obeyed, awoke, oxen, barrels, iron, soldier, bugles, royal*

Decodable Words: *marry, sons, ashamed, Gobbler, thirsty, bundle, tons*

Enrichment Words: *eldest, presented arms*

Write the following words and sentences on the board. Give each pupil a set of cards numbered 1-8.

1. rolls
2. banquet
3. peasant
4. oxen
5. iron
6. soldiers
7. bugle
8. royal

The Czar didn't think his princess should marry a poor ____ lad.

We had hot ____ instead of bread for dinner.

The ____ marched into battle.

Gobbler could have eaten more than twenty roasted ____.

There were ____ bars in all the windows of the jail.

They had roast turkey at the father-and-son ____.

Everyone in a king's family is ____.

My brother is learning to play the ____.

Have the pupils read each sentence to themselves. They are to find in the list of words a word that will fit in the sentence and hold up the card with the number of that word on it. When a word has been selected, write it in the blank in the sentence and have the completed sentence read aloud, to make sure the word makes sense in it. Discuss with the pupils each time the word or words in the sentence that helped the pupils to know which word to select.

Write the following sentences on the board:

1. The Czar was the ruler of all the land.
2. He was the father of one daughter — a beautiful young girl.
3. Ivan carried everything he would need in a knapsack on his back.
4. The Czar wasn't just angry. He was furious.
5. Ivan obeyed the Czar's orders, doing everything he was told.
6. He awoke early in the morning after a sound sleep.

Have each sentence read aloud. Call attention to the underlined words and let the pupils try to arrive at definitions for them, using context to provide clues. Ask the pupils what words in the sentence helped them to define the underlined word.

Distribute copies of the following exercise to the pupils. Ask them to read each sentence and the two definitions for the underlined word. They are then to underline the meaning of the word which fits the use of the word in the sentence. When the exercise is finished, let the pupils discuss the answers. Ask volunteers to give sentences using the other meaning of each word.

1. I had a hot roll with my dinner.
a kind of bread
turn over and over

Recognizing
and identifying
new words, using
context

Recognizing and
identifying words,
using context

Recognizing and
identifying words
with multiple
meanings

2. The flying ship made a whirring sound.
strong and healthy
noise
3. We had a cold drink at the spring.
water bubbling up out of the earth
the time of year after winter
4. The flying ship flew over the city.
finished; ended
above
5. The score was tied at the end of the game.
even; equal
bound; fastened

Phonemic Analysis

Recognizing
and identifying
vowel sounds
by r

Write *car*, *for*, *fern*, and *care* just above the chalkledge on the board as headings. Make word cards for the following words:

certain	Czar	heard	dare
snoring	hair	order	return
thirsty	world	army	fair

Place the word cards in a pile on a desk or table. Let the pupils take turns drawing a card, pronouncing the word on it, and placing the card on the chalkledge under the heading that contains the same vowel sound, regardless of spelling.

Write on the board: *son*, *mother*, *tons*, *nothing*, *love*. Call upon pupils to pronounce each word and identify the vowel sound and the letter that represents it.

Now place the unfamiliar words below on the board and let the pupils try to decode each one, having the o stand for the unglided /u/ sound.

smother dozen honey shove sponge

Write the following sentences on the board. Have the pupils decide which of the newly decoded words belongs in each one.

- Bees make _____.
I bought a _____ eggs at the store.
The room was so stuffy I thought I'd _____.
Wipe the table with a damp _____.
Be careful! Don't _____ me off the step.

Structural Analysis

Recognizing
and identifying
suffixes and
root words

Recall with the pupils the suffixes they have learned so far. Write them on the board as they are given.

er est ly y ful less ness ment tion sion able en

Write the following sentences on the board.

1. The golden ring was exactly what the beautiful princess wanted.
2. Her kindness made me feel hopeful and comfortable.
3. They got dirty playing in the basement.
4. He has a large collection of the finest stamps.
5. John is such a worrier!
6. It is useless to look for a bigger planter.

Have each sentence read aloud and all the words with suffixes identified and underlined. Then call upon pupils to read each underlined word, identify the suffix, and pronounce and spell the root word.

Write these sentences on the board:

- The Czar was furious.
That rough game is dangerous.
The Czar's commands made Ivan nervous.

Recognizing
and identifying
the suffix ous

Have the sentences read aloud. Call attention to the underlined words and elicit from the pupils that they all end in *ous*. Have the pupils tell the meaning of each word and help them to see that they are all describing words, or adjectives. Lead to the conclusion that *ous* is a suffix that makes a word a describing word or adjective .

Call attention to the spelling of the three words. Ask volunteers to circle the suffix in each word and write the root word. Note the spelling change that is made when *ous* is added to a word that ends in *e* or *y*.

Place the following on the board:

fame _____	glory _____
thunder _____	mountain _____
fury _____	danger _____

Ask volunteers to read each word, then add *ous* to it, and pronounce and spell the suffixed form. As each suffixed word is given, write it on the line beside the root word.

Write the sentences below on the board and let the pupils decide which word belongs in each blank.

- Everyone has heard of that inventor.
He is a _____ inventor.
- That country has many mountains.
It is a _____ country.
- The sign on the pond said, "Danger. Thin ice."
It is _____ to skate on thin ice.
- Ivan made the Czar very angry.
In fact, the Czar was _____.

Syllabication

Write *palace* on the chalkboard and have it read. Ask the pupils how they would know that the first vowel letter stands for an unglided sound. Elicit from the pupils that when a two-syllable word has a single medial consonant, it is often necessary to try first one sound and then another until a familiar word is identified.

Write *distasteful* on the chalkboard. Help the pupils to recall that one way to decode unfamiliar words is to decode each word-part or syllable as if it were a one-syllable word and then combine the parts. Have the pupils tell how they would separate the word *distasteful* in order to decode it. Help them first locate and circle the suffix *ful*, then locate the prefix *dis*. Point out that in this case, the root word, *taste*, is the middle syllable of the word.

Proceed in the same manner with the following words, helping the children to locate suffixes, prefixes, and medial consonant letters. Have pupils separate each word into syllables, decode the syllables, and, by trying various stress patterns, combine the syllables into recognizable words.

wondering	forgotten	reminded
bargaining	unwanted	excitement

For additional practice, distribute copies of the following worksheet.

Divide each of these words into syllables. Draw a line between the syllables. The first one is done for you.

repayment re/pay/ment	surprising _____
unwelcome _____	commanding _____
collected _____	discovered _____
awaken _____	princesses _____

Now write in each sentence the word that makes sense in it.

- The peasant boy was _____ in the Czar's palace.
- The daughters of kings are called _____.
- The army was a _____ sight for the Czar.
- The Czar kept _____ Ivan to do impossible things.
- Ivan _____ a flying ship.

Dividing
multisyllabic
words into
syllables

Spelling

Spelling
useful words:
hundred, walk,
words with the suffix ous

Write these sentences on the board:
Sure Shot could hit a bird a hundred miles away.
Swift Foot could walk around the world in two steps.

Have the sentences read. Call attention to the underlined words and discuss their spelling, noting the *dr* cluster in *hundred*, the *a* standing for the unglided /o/ sound after *w* and the *l* in *walk*. Ask pupils to use the words in other sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Write *danger, joy, fame, fury, nerve, continue, thunder* on the board and have them read. Then ask the pupils to write the following words on their worksheets. The words should be presented in simple sentences, and then entered in the list of useful words in the spelling notebooks.

dangerous
joyous
thunderous
famous
nervous
continuous
furious

Spelling words:
obey, daughter,
army

Write *obey, daughter, and army* on the board. Have the words pronounced, and discuss their spelling, noting the *ey* standing for the glided /ā/ sound in *obey*; the *ough* standing for the unglided /o/ sound in *daughter*; the final *y* standing for the glided /ē/ sound in *army*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following:

Ivan tried to obey the Czar's commands. obey
Ivan wanted to marry the Czar's daughter. daughter
A great army sprang up around the castle. army

Spelling words
in dictated
sentences

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

Read each sentence to the pupils. Then dictate it slowly and clearly and let the pupils try to write it on their worksheets.

That lady is a famous singer.
It is dangerous to throw rocks.
The falls made a thunderous noise.

LANGUAGE DEVELOPMENT

Objectives

- Recognizing and identifying — tag phrases and direct speech; noting punctuation
 - command sentences
 - words denoting sequence of events
- Producing, recognizing, and identifying command sentences
- Using, recognizing, and identifying irregular past tenses *was, were, did, and done*
- Producing, recognizing, and identifying correct word order in sentences
- Producing, recognizing, and identifying compound sentence patterns using the connectives *but, so, and or*
- Punctuating a paragraph: periods, quotation marks, question marks, exclamation points, apostrophes, and commas in direct speech
- Using guide words in a dictionary

Materials Needed

The readers
Lined papers or pupil notebooks
Pocket chart, word cards, period cards
Duplicated worksheets as required under Punctuation
Dictionaries

Sentence Awareness

*Recognizing and
identifying tag
phrases and direct
speech; noting
punctuation*

Have the children turn to page 16 in their texts and read the first two paragraphs of the story. Direct their attention to the second paragraph.

"Who is speaking here? How do you know? What words tell you that the Czar is speaking?"

"Who is speaking in the next paragraph? Read the words that tell you who is speaking."

"Read the fourth paragraph. Who are the speakers here? What words tell you that the wise men are speaking?"

Ask the pupils to turn to page 17 and read the first paragraph.

"Who is speaking in this part of the story? What did the mother say? Read the exact words that she said." Have one or more volunteers read the mother's words, while the other children listen to be sure that only direct speech is included in the reading.

"How do you know that these are the words that the mother said?" Elicit that the "said" phrase and the quotation marks at the beginning and end of the mother's words tell us exactly what she said.

Have the pupils look through the story to find and read other words that tell who is speaking and to find and read direct speech. Ask the children to point out words other than *said* that identify speakers and their words (answered, asked, replied, cried).

Recall that the "said" phrase can come at the end of what was said, at the beginning, or in the middle. Have the children refer to specific examples in the text. In each example discussed, ask the children to note the position of the quotation marks and other punctuation.

Recall with the group that a sentence that orders or commands someone to do something is called a command sentence. Then have the pupils turn to their readers and locate command sentences in the story.

Direct the pupils to turn to page 16 of the story and read the seventh paragraph. "What happened in the part of the story you just read?"

"What happened right after the eldest son set off with his mother's blessing? What word tells you that this is the very next thing that happened?" (Then) "Now read all the words that tell you this is the very next thing that happened."

"Now read the third paragraph on page 17."

"What happened in the part of the story you just read? Read the words in the first sentence that tell you what happened after Ivan went a long way? What words tell you that Ivan traveled for a long time before he met the old man?" (At last)

Have the pupils read the first paragraph on page 19. "Read the sentence that tells what happened after Ivan fell with his face to the ground. Did Ivan wait for a long time with his face to the ground before he heard the whirring sound? What words tell you how long it took?" (In a little while)

Direct the pupils to turn to page 25 and read the third and fourth paragraphs. "What happened in this part of the story? Read the sentence that tells what happened right after Swift Foot explained how he would get the living and singing water. What words tell you that this happened right after Swift Foot explained how he would get the water?" (Just then)

Have the pupils read the fourth paragraph on page 28. "What happened after the forty barrels of water were sent to the ship? Read the sentence that tells what happened. Did it take Drinker long to drink the forty barrels of water? What word tells you that it took only a short time?" (Soon)

"Read the first and second paragraphs on page 29. Did the servant open the door on the same day that Ivan lay down by the stove? What words tell you when the servant opened the door?" (In the morning)

*Recognizing and
identifying
command sentences*

*Recognizing and
identifying words
denoting sequence
of events*

Sentence Building

*Producing,
recognizing, and
identifying
command
sentences*

Write the following sentences on the chalkboard and have the children read them silently and aloud. Have the pupils take turns identifying the command sentences and underlining them. Encourage the children to explain how they know which are command sentences.

1. Make me a flying ship.
2. Give me something to eat.
3. Where is Drinker going?
4. Don't get into the flying ship.
5. He bowed three times before the oak tree.
6. What a strange sight!
7. Come ride with us.
8. You must eat twenty roasted oxen and twenty tons of bread.

After the exercise is finished, have the pupils compose three or four command sentences of their own and write them on their lined papers. Then have them take turns reading their sentences aloud.

*Recognizing,
identifying, and
using irregular
past tenses
was, were,
did, and done*

Write the following paragraphs on the chalkboard. Have the pupils read each paragraph and the words at the top. Direct the children to write the paragraphs on their lined papers, inserting the correct word in each blank space. After the pupils finish the exercise, have them take turns inserting the correct words on the chalkboard and then reading the completed paragraphs aloud.

was were

The Czar _____ very rich. He wanted a flying ship but his wise men _____ unable to make one for him. There _____ people in the land who wanted to find a flying ship for the Czar. Ivan _____ one of them. He found a flying ship when he _____ in the woods. For many days, Ivan and his friends _____ to be found riding in the ship. Then they flew to the Czar's castle. The Czar _____ furious when he found out that Ivan _____ only a peasant lad. Ivan's friends _____ glad to help him obey the Czar's orders.

did done

Ivan's mother _____ the dishes. Then she asked Ivan and his brother, "Have you _____ your work?"

Ivan said, "I _____ all my jobs, but Brother's work isn't _____."

"_____ you fall asleep?" Ivan's mother asked Brother. "Be sure your work is _____ soon."

*Producing,
recognizing, and
identifying
correct
word order*

Write the following words on the chalkboard in this order or use the pocket chart and arrange word cards in the given order.

to Ivan castle the flew

Ask a pupil to read the words aloud. "Does that sentence make sense? Why not?"

"Let's put the words in the right order. Which of the words in the sentence is a 'doing word'? Where do you think it should be placed in the sentence?" When the children suggest a position in the sentence for the "doing word," write the word on the chalkboard or place the word card accordingly.

Ask the pupils to find a word in the sentence that tells *who* did the action, or *who* flew. When the children have identified the word *Ivan*, elicit that it is the first word in the sentence and write it on the chalkboard or place the word card accordingly. Ask the children how they know the word *Ivan* is the first word.

Have the children determine which words in the sentence should follow the "doing word" *flew*.

If the pupils have difficulty completing the rest of the sentence correctly, ask questions such as, "What word tells us where Ivan flew? Where do you think the word *castle* should be placed in the sentence? What words go with *castle* to tell us where Ivan flew? Where do you think they should be placed in the sentence?" Write the words on the chalkboard or place them in the pocket chart according to the pupils' suggestions. When all the words have been placed, ask a pupil to read the sentence aloud while the others listen to be sure all the words have been used

and the sentence makes sense. If some words have been placed incorrectly, have the pupils suggest other placings until they establish a word order that produces a sentence that makes sense. Elicit that a period is necessary at the end of the sentence. Ask a child to place the period card or write the period on the chalkboard and then have the sentence read once more.

In some sentences in the following activity, the pupils may identify two or more “doing words” and “name words.” Have them suggest appropriate placings in the sentence for one verb or noun at a time. If the word does not seem to “work” as the action word or the doer of the action, have them try another “doing” or “name” word.

To help the pupils establish the placing of adverbs, you might ask, “What word in this sentence do you think tells *how* the brothers ran? Where do you think the word *quickly* should be placed?”

To help the pupils establish the position of articles, you might ask, “What word goes with *world* to tell us where someone can hear? Where do you think the word *the* should go in the sentence?”

To establish placings of adjectives, you might ask, “What word tells what kind of bread is in the knapsack? Where should the word *dry* be placed. Do you think the word *dry* should go before or after knapsack? Why?”

Proceed in a similar manner to have the children establish the correct order of other words in the sentence. Note that the first word is not capitalized in all sentences. You may wish to have the children unscramble the last two sentences independently and write them on their papers.

1. want must the I ship flying
2. two away ran the quickly brothers
3. my dry knapsack There bread is in only
4. was kind he everyone To
5. all can the hear world I around
6. me singing bring and some please water living

Write the following exercise on the chalkboard. Have the pupils read silently the connectives at the top and each pair of sentences that follows.

Direct the pupils to form each pair of sentences into one sentence by using one of the joining words listed at the beginning of the exercise. Write the newly formed sentence on the chalkboard as it is given by the pupils, and then have them note what changes occurred in punctuation, capitalization, wording, and meaning. Have the pupils write the last three or four compound sentences on their papers.

but so or

1. The rich Czar had many things. He wanted a flying ship too.
2. Ivan was kind to the old man. The old man told Ivan how to get a flying ship.
3. The Czar was glad to get the flying ship. He was furious that Ivan was only a peasant lad.
4. Did you see a flying ship? Did you see a magic horse?
5. The Czar asked for some living and singing water. Swift Foot went to get the water.
6. The Czar sent Ivan a lot of food. Gobbler ate it all.
7. Do you want to eat twenty oxen? Do you want to eat twenty tons of bread?
8. The iron bathroom was red-hot. Ivan was cool on the magic straw.

Note: At this time you may wish to point out to the children that in many stories and articles, they will be reading sentences and phrases beginning with the words *But*, *So*, *Or*, and *And*. In these instances the words are used to give emphasis to what is being stated in the sentences or phrases.

Punctuation

Distribute copies of the following paragraph to the pupils and have them read it silently.

The Czar was sitting in his palace He was waiting and waiting for someone to bring him a flying ship He was getting very angry The furious Czar called to his servants Where is the flying ship I want it The Czars poor servants shook their heads sadly They couldnt help their master Not one of them knew where to find a flying ship

“What did you notice about this paragraph as you read it?” Elicit that the paragraph is not punctuated.

Producing,
recognizing, and
identifying
compound
sentence patterns
using the
connectives but, so
and or

Punctuating a
paragraph: periods,
quotation marks,
question marks,
exclamation
points,
apostrophes, and
commas in direct
speech

“Find and read the first sentence in the paragraph. What punctuation mark will you put at the end of this sentence?”

Have the children go on to punctuate the rest of the paragraph independently. When they have finished, have the sentences read aloud one at a time and the punctuation marks identified.

Dictionary Skills

*Using guide words
in a dictionary*

Have the children open their dictionaries to page 62 (for example). Draw attention to the two words at the top of the page over the two columns. Ask a pupil to read the word over the first column, then read the first entry word in the column. Then ask a pupil to read the word over the second column and the last entry word in the column. Do the same with several other pages until the pupils realize that the guide words are always the first and last words entered on a page.

Explain that the two words at the top of each page are called *guide words*. Have the children locate and read the guide words on other pages of the dictionary.

Explain to the pupils that the guide words are there to help them locate the words entered on a page.

WRITING

Objectives

Learning to write the letters V and W

Recognizing and identifying topic sentences in paragraphs (last sentence)

Developing cooperative paragraph using given topic sentence

Developing story from different point of view

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebook for each child in the group

Lined paper and/or notebook for Personal Writing for each child

Paints, crayons

Handwriting

*Learning to write
the letters V and W*

Teach the pupils how to write the upper-case form of the letters V and W.

First, demonstrate the writing of the letter V two or three times on the chalkboard. Then continue with the demonstration and practice procedure suggested in the previous lesson. For further details see the lessons for “The Bear Who Stole the Chinook” and “The Magic Mill” at the beginning of this guidebook.

Keep in mind that when teaching cursive writing forms, the examples you write on the chalkboard will be the models copied by the children. Thus, it is important that you form each letter accurately.



When the pupils have shown that they can write the letters correctly, have them practice the following words. Use the procedure suggested for the demonstration and practice of a single letter in the previous lesson. Give the pupils whatever guidance is necessary to form the capital letter and the lower-case combinations correctly.

Wancouver

Wicky

Wenus

Teach the children to write the upper-case form of the letter W. Follow the procedure suggested in the previous lesson.



When the pupils can write the letter W correctly, have them practice the following words.

Wednesday

Winnipeg

Wonder

Directed Writing

Write the following paragraphs on the chalkboard and have the pupils read them silently and aloud.

We have just read a story about a flying ship. There are stories about flying carpets and flying people too. Witches in stories can fly on brooms. There are many stories about flying people and flying things.

Curt won the running race and Selena won the jumping race. Gabrielle's team had the highest score in the monster ball game. Mabel and Ahmed had fun playing hoop ball. Curt and his friends had a good sports day at school.

Have the children find the sentence in the first paragraph that tells about all the other sentences. Elicit that the last sentence tells about all the other sentences and that it is called the topic sentence. Encourage the pupils to explain in their own words how they know that the last sentence is the topic sentence. Lead the children to understand the relationship between the topic sentence and the other sentences in the paragraph.

Recognizing and
identifying topic
sentences in
paragraphs
(last sentence)

*Developing
cooperative
paragraph using
given topic
sentence*

In a similar manner, have the pupils identify and discuss the topic sentence in the second paragraph. Elicit that the first or the last sentence in a paragraph may be the topic sentence.

With the pupils, develop a chalkboard paragraph using a topic sentence (last sentence) such as one of the following:

We learned many things when we went to the market.

It's fun to take care of a pet kitten.

There was so much noise in the play room.

As the children suggest developing sentences for the paragraph, elicit that the last sentence is the topic sentence and it tells about all the other sentences, and that all the other sentences in the paragraph give more information about the topic sentence.

At this time, you may wish to discuss with the pupils that topic sentences are usually found in paragraphs that contain true information or factual material. Topic sentences are not usually found in paragraphs that are part of imaginary stories.

Recall the reader selection and ask the children which character was the main character in the story. Have the pupils tell what they liked best about the character, Ivan. Have the pupils recall other characters in the story and discuss briefly the parts they played in the development of the story. Explain to the group that the story may be retold from the point of view of one of the minor characters in the story. Have the children select a character and discuss the part he or she played. Let the pupils offer suggestions for the beginning of the story and for story developments. Using the pupils' suggestions, develop a cooperative chalkboard story from the point of view of the chosen character. Rewrite only a specific part of the reader selection, not the entire story or the ending at this time.

*Developing story
from different
point of view*

Creative Writing

Personal Writing

Have the children write their own paragraphs making the last sentence of the paragraph the topic sentence. They may select one of the topic sentences suggested under Directed Writing or they may choose one or more topic sentences from a list on the chalkboard or on slips of paper. Remind the children to indent the first sentence of each of their paragraphs. (Not all pupils will be able to do this activity easily. Some pupils should simply write two or more related sentences without attempting to formulate topic sentences.)

Further suggestions for topic sentences are the following:

That's what we did after school yesterday.

Now we like our new home better than our old one.

It's hard to get up in the morning.

I wish I didn't have to go to bed so early.

Have the pupils copy the cooperative story about a character from "The Flying Ship" developed in the Directed Writing section of this strand and write their own endings.

Some children might like to write a story in which Gobbler, Sure Shot, Swift Foot, Sharp Ear, or another character from "The Flying Ship" is the main character.

The children would enjoy composing a telegram or letter that Ivan might have sent inviting his family to the wedding.

For further writing activities, suggest that the pupils write stories about flying trains, flying cars or buses, flying camels, or any other kind of imaginary flying vehicle, animal, or person. Have the children illustrate their stories and share them with the group. Help them make a bulletin-board display of the stories and paragraphs they have written recently.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words
Recognizing and identifying spelling words

The Big Race

Objective

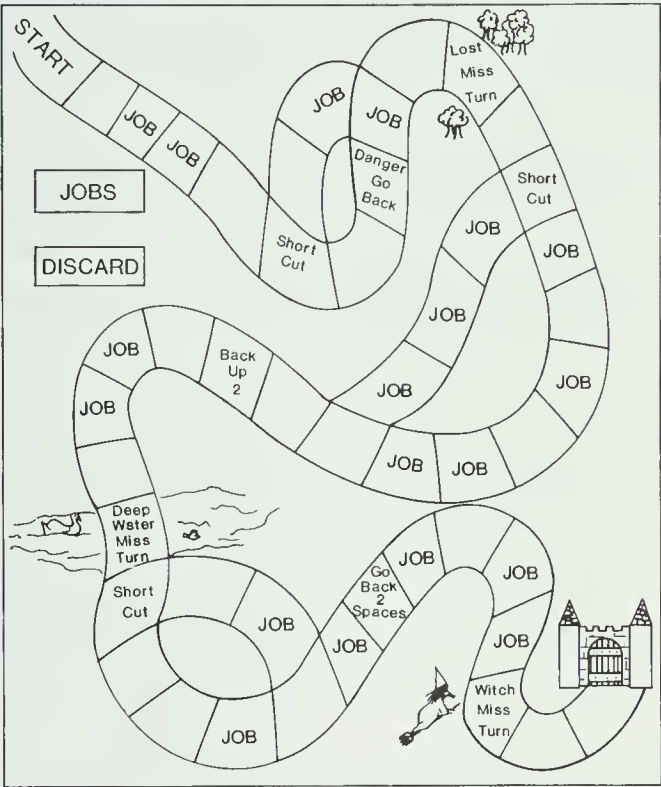
Recognizing and identifying new words

Number of Players

Two to Four

Materials Needed

- One "The Big Race" board
- One place marker per player
- One die
- One set of cards with new words such as Gabrielle, Selena, favorite, vegetable, certainly, omelet



Procedure

The word cards are shuffled and placed face down on the large "Jobs" square. The players roll the die in turn to reach the castle. If a player lands on a "job" square, he or she takes a card, reads the word on it, and uses the word in a sentence. The card is then placed in the discard pile. If the player cannot read the word or use it correctly in a sentence, the card is returned to the bottom of the "Jobs" pile and the player loses a turn. The winner is the first player to reach the castle.

Word Foolers

Objective

Recognizing and identifying spelling words

Number of Players

Two

Materials Needed

- Two laminated "Word Foolers" boards with detachable work sheets

SPELLING WORDS	SCRAMBLED	WORK SHEET
1 obey	1 eyob	1 obey
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10

Procedure

Under the "Spelling Words" column of each board, the teacher lists ten spelling words. Each player rewrites this list of words on her or his board, scrambling the letters for each word. Then each player folds under the "Spelling Words" column written in by the teacher so that it cannot be seen. The players exchange boards and race to unscramble the letters, writing them on the detachable work sheets. When finished, each player can correct her or his work by unfolding the board to expose the "Spelling Words" column. The winner is the player with the most words correctly spelled.

The purpose of the panel show is to involve children in a discussion of a topic of interest. Besides providing an opportunity to develop oral language skills, it is also a means by which children develop skill in presenting their ideas, clarifying them with explanations and expanding their imagination.

Introduce the discussion by reading the introductory paragraph on page 32 to the children. Let them talk about what is going to take place.

"How many people do you think should be on the panel?" Be sure that the children recognize that too large a panel would make an exchange of ideas and discussion difficult.

Read the list of discussion suggestions on pages 32 and 33 and discuss any questions the children may have about them. Then let the children decide which topic they would like discuss first. Ask for volunteers to sit on the panel and to be a moderator.

Ask the children if they have any ideas about how the panel show could be physically set up in the classroom. The desks for panel members and the moderator could be set up in a semicircle at the front of the classroom or chairs could be placed around a table.

Tell the children that you will be taping the panel show so that it can be played back and evaluated later on. Before you begin to tape, encourage the children to talk freely, to explain why they think as they do, and to feel free to comment on what other panel members have said. Remember, ideas flow most freely in a relaxed, informal atmosphere where people know that what they have to say will be respected by those who are listening. This type of activity should not be left for the children to do alone. It must be teacher directed, but not teacher dominated.

When the panel members and the moderator have taken their places, the moderator will read out the topic to be discussed. The discussion will then begin. Ask the other children to listen carefully to the discussion and be ready to evaluate it when the discussion is ended.

Be alert to the way in which the discussion is going. If necessary, interject comments like the following to encourage the children to develop their ideas more fully and to interact with one another: "Tell us why you think that." "Can you give us an example of this?" "Does anyone on the panel agree (disagree) with that?" "What is your opinion on that, _____?"

If the ideas are flowing freely, allow the discussion of that problem to continue as long as it is profitable. Do not feel that you must cut short the discussion in order to deal with all of the problems listed. These can be left for another time. After the discussion is over, let the children freely express their opinions and ideas about this experience.

Read the questions on page 33 to the children. "As you listen to the playback of the discussion, think about these questions."

Play back the taped version of the discussion. Talk about the discussion as a learning experience, using the questions as a guideline. Those who were not members of the panel will probably be able to judge more objectively. They should be encouraged to give their views by making constructive comments about what they observed.

You might want to choose another panel and present one of the other problems for discussion. To assist the panel members, a chart could be formulated cooperatively by the children of the "Points for a Good Discussion," basing it on the questions on page 33 and other suggestions they might have.

Once children learn the technique of good discussion, they should be encouraged to use it frequently. They might discuss a book they have read; an experience shared; a film or filmstrip; plans for an excursion; preparations for an interview when a visitor is coming to the school; or a TV show they have enjoyed or not enjoyed.

Encourage the children to talk about what they know about the Inuit — where they live, their homes, food, clothing, and activities. You may find it necessary to pose leading questions to help the children recall what they do know.

Have the children locate on a globe or map of the world, the areas in which the Inuit live. “What do we call these areas?” (Siberia, Alaska, Greenland, Yukon, North West Territories, The Arctic) “What do you think it is like there in the winter? in the summer?”

“If you could interview the members of an Inuit family — a grandfather, grandmother, father, mother, and boy or girl of your own age — what questions would you ask them about their life in the summer?” Write the suggested questions on the chalkboard and ask the pupils to look for the answers as “Inuit in Summer” is read.

Have the children turn to page 34 in their texts. You might open the discussion by saying, “What do you see in the photographs?” The children should understand that you expect them to tell as much as they can learn from the photo and their reactions to it. You may need to lead the pupils at first by posing questions such as “What are the Inuit’s summer homes like? Where is the camp located? Why do you think it might be in this spot? What do the Inuit use for summer transportation? Do you think the Inuit bought or made this boat? What can you tell about the summer weather from the countryside? from the people’s clothing?”

After the discussion of the pictures, read the accompanying captions to the children. Let the children talk about the information given in the text.

Proceed through the remaining pages of the selection in a similar fashion having the children read the pictures and discuss the text. Refer the children to the interview questions posed earlier. Have them answer each question in their own words, and then refer to the photo or caption that supports each answer.

Have the children make a large mural or bulletin-board display showing an Inuit summer camp and the surrounding countryside. Encourage them to show the family members doing many of the activities illustrated in the photos in the reader.

“Imagine that you are an Inuit boy or girl at your summer camp. Each night you write in your diary about the things you see, do, and think about during the day.” Have the children write diary entries for several days. As an alternative, the children could pretend to be visiting an Inuit camp for a few days and keep a diary of their experiences.

Have the children do further research on the Inuit people. Any questions remaining unanswered after reading the selection might be listed on a chart entitled “What We Want to Find Out About the Inuit.” To this chart should be added any further questions raised by the reading of the text and other questions the children have.

The children may do their research individually or in groups. They should use library books and films, magazines, and an encyclopedia for their research. They will then report back to the entire group the information they have found. Encourage them to think of original ways to report.

If possible arrange to have an Inuit or someone who has lived for a time among the Inuit give a talk to the children. Before the visit, the pupils could note questions they wish to ask their guest. Afterwards, a cooperative thank-you note should be composed by the pupils and sent to the visitor.

Set aside time to read the children legends from books like the following: *The Day Tuk Became a Hunter and Other Eskimo Stories* by Ronald Melzack (McClelland and Stewart); *The Blind Boy and the Loon and Other Eskimo Myths* by Ramona Maher (Abelard-Schuman); *The White Archer* by James Houston (Harcourt).

Let the children discuss each tale and their response to it. Some of the children may wish to paint pictures about the legends.

COMPREHENSION	INTEGRATIVE OPTIONS	DECODING SKILLS
Using the table of contents Speculating; formulating questions Recalling previous selection Observing picture details Recalling details; verifying answers Reading interpretively Identifying the problem and its solution Drawing conclusions; expressing opinions Drawing inferences Valuing Using the encyclopedia index Recognizing and identifying sequence Recognizing and identifying the main idea	Field Trip — visiting an art gallery Visual Arts — looking at Inuit art; carving with soap; line embroidery; applique Drama — interpreting the story through mime Books — reading independently Films — developing visual and auditory senses	Recognizing and identifying new words *Recognizing and identifying phoneme-grapheme correspondence /ē/ie Recognizing and identifying phoneme-grapheme correspondences /u/ou, /û/oo, /û/u, /ü/oo, /ü/ou, /ü/ew, /ü/ue Recognizing and identifying verb forms Applying syllabication to decoding Spelling useful words, spelling words dictated sentences
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
Recognizing and identifying — use of the comma between clauses in compound and complex sentences — the homonym <i>forth</i> — new paragraphs — nouns and verbs — adverbs Using, recognizing, and identifying personal pronouns Producing, recognizing, and identifying compound and complex sentence patterns using the connectives <i>when, as, and then, before, while, after</i> Producing, recognizing, and identifying sentences containing subjects, predicates, and adverbs Punctuating sentences Producing, recognizing, and identifying alphabetic sequence Using guide words in a dictionary	Learning to write the letters Y and Q Developing a letter cooperatively; identifying the parts of a letter Addressing an envelope Recognizing and writing good story beginnings Applying comprehension, decoding, language, and writing skills to produce Personal Writing	See the <i>Mr. Mugs Book</i> See the <i>Spirit Duplication Masters/Self-Help Activities</i>
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
Recognizing and identifying the phoneme-grapheme correspondences /u/ou, /ü/ou, /ü/oo, /û/ew, /ü/ue, /û/u, /û/oo Recognizing syllables in multisyllabic words Recognizing and identifying spelling words	Relating picture and story Reading interpretively Identifying problem in story and its solution Drawing inferences about story characters Valuing story	Listening attentively in discussions Listening to evaluate interpretive reading Listening to identify phoneme-grapheme correspondences /ē/ie, /u/ou, /û/oo, /û/u, /ü/oo, /ü/ou, /ü/ew, /ü/ue Listening to spell words

COMPREHENSION

Objectives

- Using the table of contents
- Speculating; formulating questions
- Recalling previous selection
- Observing picture details
- Recalling details; verifying answers
- Reading interpretively
- Identifying the problem and its solution
- Drawing conclusions; expressing opinions
- Drawing inferences
- Valuing
- Using the encyclopedia index
- Recognizing and identifying sequence
- Recognizing and identifying the main idea

Developing Pupil Inquiry

- Using the table of contents
- Speculating
- Recalling previous selection
- Observing picture details
- Formulating questions

Have the children find the title of the next story in the table of contents. Ask a volunteer from the group to read the title aloud.

“Have you ever known anyone named Kimook? Where do you think Kimook might live?” Have the children turn to the first page of the story to see if their ideas were correct.

Have the children recall the selection “Inuit in Summer,” and discuss briefly what they learned about the Inuit and their way of life from this selection and other research activities they may have done.

Let the children discuss what is happening in the illustration on page 41.

Ask the pupils what questions they would like to have answered as they read this story. When they have asked their questions, write them on the chalkboard or on newsprint.

If the pupils have difficulty formulating questions, model one or two examples for them. The completed question box may look somewhat like this:

- What is Kimook carving?
- Why is Kimook carving instead of playing with the other children?
- What is Kimook like?

Developing Pupil Response

- Reading
- Recalling details; verifying answers
- Reading interpretively

Have the pupils read the entire story silently. When they finish reading, encourage reaction to the story and its ending. “Did this story have a happy ending? Tell why you think as you do.”

Refer the children to the question box. Have them tell the answer to each question in their own words, and then verify each answer by reading aloud the pertinent lines of text. Encourage the children to infer or speculate upon the answers to questions that cannot be answered in the story text or illustrations. Let the children check off the questions as they are answered and verified or discussed.

Have the children take the roles of Kimook, Chuck, and the other boys and prepare dialogue sections of the story. Let several groups of children take turns giving their oral interpretations of each section and have the other in the group listen to evaluate their performances.

Let the children work in pairs and read the story orally to one another for enjoyment.

Synthesizing

Identifying the problem
and its solution

Drawing conclusions;
recalling details;
drawing inferences
Expressing
opinions

Drawing inferences
Drawing inferences

Valuing

Drawing inferences

Recalling details;
drawing inferences

Drawing inferences

1. "What problem does Kimook have in this story? How does he solve his problem?"
2. "Why do you think Kimook left his village in the north? What things did he miss about it? Where do you think he was living after leaving his village?"
3. "Many Inuit and Indian children go to schools far away from their homes and families. Do you think you would like to do this? Why or why not?"
4. "Why do you think Chuck asked Kimook to join the baseball game the first time?"
5. "Had Kimook ever played baseball before coming to the school? How do you know? Why do you think he didn't know this game?"
6. "What do you think about the boys' actions toward Kimook when they saw he couldn't play baseball? How could they have been kinder to him?"
7. "Why do you think Kimook carved a baseball player instead of a walrus or a seal or a whale?"
8. "What bargain did Chuck make with Kimook? Why do you think Chuck wanted to learn to carve?"
9. "How did Kimook's feelings at the end of the story change from his feelings at the beginning. Why did his feelings change?"

Developing Comprehension, Research, and Listening Skills

Using the
encyclopedia
index

Research Skills. Make copies of the index page on which the entry for "Inuit" or "Eskimo" appears in an easy-to-read encyclopedia. Distribute these to the children.

Point out to the children the kind of information given in the index entry for "Inuit." Tell them in what volume and on which pages the main article on the Inuit appears. Discuss the other entries under the main heading Inuit, what they tell, and when the children might refer to them. Have the children look up in the encyclopedia volumes the various references given and find the information about the Inuit on these pages.

Give each child in the group a topic to look up in the encyclopedia index and make notes of the volumes and page numbers that he or she would refer to when doing research on this topic.

Literal Comprehension. Write the paragraph below on the chalkboard or duplicate copies of it to distribute to the children. Have the children read the sentences in the paragraph, and then number them in correct sequential order.

Recognizing and
identifying sequence

Kimook's Story

Some boys let me play baseball with them, but they laughed when I couldn't hit the ball. (2) A boy named Chuck liked my carving and asked me to teach him how to carve too. (4) When I first came to the school, I was sad and wanted to be home in my village. (1) I like it here at my new school since I have made friends. (6) It was then I decided to carve a boy holding a baseball bat. (3) Now Chuck is teaching me to play baseball, and I am teaching him to carve soapstone. (5)

Critical Comprehension. Duplicate the following exercise and distribute copies of it to the pupils. Ask the children to read each paragraph. They are then to determine whether the beginning sentence or the ending sentence tells or states the main idea of the paragraph. Have them underline the sentence that tells the main idea. Warn them that one paragraph does not have a sentence that tells the main idea.

1. Kimook liked living in his village in the far north. He liked the neat rows of white tents and the skins hanging out to dry. He liked hunting whales with his father and uncles. He liked going fishing on the long, long summer days.

2. Kimook was dreaming of his village while he sat in school. Then the school bell rang for recess. He went outside with the rest of the children but stood off by himself. Soon it was time to go back inside.

3. Kimook worked hard at his soapstone carving. He chipped carefully at the gray stone. He turned the carving this way and that to see how it looked from every side. He was carving the figure of a boy holding a baseball bat.

4. Whenever Chuck went up to bat he always hit the ball. He was also a good pitcher. All the boys wanted Chuck on their team. Chuck was the best baseball player in the school.

Recognizing
and identifying
main
idea

Critical Comprehension. Duplicate copies of the following exercise to distribute to the children. Have them read the statements below and write a sentence from the story to support each statement.

1. Reread the first three paragraphs on page 40: Kimook was homesick.
2. Reread the last two paragraphs on page 41: Kimook was artistic.
3. Reread the first two paragraphs on page 43: Kimook was unhappy with himself.
4. Reread the last five paragraphs on page 45: Chuck was very interested in Kimook's carving.
5. Reread paragraphs four and five on page 46: Kimook was more excited about baseball than about carving.

INTEGRATIVE OPTIONS

- Field Trip

Visiting an Art Gallery. If there is an art gallery, museum, or store in your area that has Inuit art on display, take the children to see it. When the children get back to the classroom, let them discuss what they saw. "What is special and different about Inuit art? What do you like about Inuit art?"
- Visual Arts

Looking at Inuit Art. Before the art activities below, have a discussion with the pupils about the style and subject matter of Inuit art. If a field trip was taken, the children will recall the carvings and painted designs they saw. Further information about Inuit art can be found in art books such as *The Art of the Eskimo* by Shirley Glubok (Harper and Row). Some of the children may wish to use Inuit themes for the following activities.

Carving with Soap. Have each child bring a large fresh bar of Ivory soap (or other floating soap) and a paring knife for this session. This activity may also be adapted as a Reading to Follow Directions activity, with the pupils following the written directions as provided by the teacher.

The first step is to scrape off all edges and lettering from the soap. The children are to hold the knife as if paring an apple. They should brace their thumb against the soap and pare slowly towards themselves. The knife blade should be kept clean.

Before the figure is begun, the children should plan it on a piece of paper. They may wish to trace this shape onto the soap. Ask the children to attempt only simple solid shapes. A rough shape should be made first, and then refined, rounded, and details added. Encourage the children to think in 3-D and look at their carving from many angles while working.

The children could add color to their completed carvings. A thin wash of poster paint or opaque watercolor should be used. Have them test the paint on discarded pieces of soap before painting their carvings. The paint should be applied lightly and quickly or suds will result.

If a number of children carve animals, a zoo of shoebox cages could be arranged as a display.

Line Embroidery. Pieces of fabric (preferably tightly woven) or clothing such as jeans can be decorated with this method.

The picture should first be planned on a sheet of paper. The design will then be transferred or sketched onto the fabric with tailor's chalk.

Then have the children outline the design using various colors of embroidery thread and a needle. All knots should be put at the back of the fabric.

Appliqué. The children could make simple appliqué pictures of felt, fabric or paper. A simple picture should be planned out first on a sheet of paper. Then all the picture elements will be cut out of different colored materials and glued or sewn onto the background.

Interpreting the Story Through Mime. Have the children skim through the story and identify the emotions Kimook felt in the story. List these emotions on the chalkboard. Then have the children respond to each word in turn, interpreting the emotion through facial expression and body movement.

Prepare a number of cards, each one naming an emotional state such as, dreamy, excited, confused, cheerful, bored, tired, or worried. Have each child in the group draw a card and express the emotion through mime. The others are to guess the emotion being acted out.

Ask the children to use only their faces (eyes, nose, mouth, cheeks, forehead) to interpret the following: — popcorn popping; — a bud bursting open; — a pot of oatmeal cooking; — a door being slammed; — a thunderstorm; — a sponge filling with water; — a rubber band being pulled; — a melting icecream cone.

Book Center

Harrison, Ted. *Children of the Yukon*. Tundra.

Children of the north at work and play.

Isadora, Rachel. *Willaby*. Macmillan.

A small girl can't resist drawing, even when she should be doing something important.

McPhail, David. *The Magical Drawings of Moony B. Finch*. Doubleday.

A child draws so well that his pictures come to life with troublesome results.

Wisewan, Bernard. *Iglook's Sea*. Dodd, Mead.

An Inuit boy finds he is too tender-hearted to harpoon a baby seal when his father takes him hunting.

Film Center

Santiago's Ark. 47 mins. Marlin.

Geronimo Jones. 21 mins. Marlin.

Christmas at Moose Factory. 13 mins. National Film Board.

The Stories of Tuktu (13 adventures). 14 mins. each. National Film Board.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context

Recognizing and identifying words, using context

* Recognizing and identifying the phoneme-grapheme correspondence /ē/ie

Recognizing and identifying the phoneme-grapheme correspondences /u/ou, /ù/oo, /ù/u, /ü/oo, /ü/ou, /ü/ew, /ü/ue

Recognizing and identifying verb forms

Applying syllabication to decoding

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

* Introduction to a new element

Materials Needed

- Worksheets for the exercise on the /ē/ie correspondence (optional)
- Worksheets for the exercise on the /u/ou, /û/oo, /ù/u, /ü/oo, /ü/ou, /ü/ew, /ü/ue correspondences
- Lined worksheets for the spelling activities
- Spelling notebooks

Word Meaning

New Words: harpooning, forth, kayaks, soapstone, figures, walrus, occasionally, whose, Inuit, spiralled, thudded, bargain, winging, fielder
Decodable Words: Kimook, forgotten
Enrichment Words: farther, ivory

Write the following sentences on the board.

1. Kimook was carving the ____ of a boy. (figure)
2. As he carved, he looked up ____ at the boys playing ball. (occasionally)
3. “My turn at bat is up. ____ turn is it now?” (whose)
4. “I’ll make a ____ with you. You teach me to carve and I’ll teach you to play ball.” (bargain)
5. He hit the baseball so far, the ____ had to run a long way to get it. (fielder)

Have each sentence read aloud. Let the pupils discuss the sentence and suggest words that might fit in the blank. As each suggestion is made, write the word on the board. If the word from the story (given in parentheses) is mentioned, write it on the line in the sentence. If not, wait until all the suggestions are given; then tell the pupils the word used in the story and write it in the blank. Let the pupils discuss the similarities and differences of the words they suggested and the word actually used.

Write these sentences on the board.

1. He dreamed of harpooning a whale, driving the point deep into the animal’s body.
2. They set forth in their boats for a day’s fishing.
3. They dipped their paddles into the water and sent their kayaks swiftly out to sea. The sealskin sides of the boats grew dark and sleek as they became wet.
4. The soapstone felt soapy to his fingers as his knife slid easily through it.
5. The sun gleamed on the tusks of the walrus as the animal lifted its head high above the surface of the sea.
6. The ball spiralled through the air, spinning round and round.
7. The ball thudded to the ground with a dull, thumping sound.
8. A bird went winging its way over the field to the trees.

Have each sentence read aloud. Call attention to the underlined word in each one, and let the pupils try to arrive at its meaning, using context to provide clues.

Phonemic Analysis

Write these sentences on the board.

The fielder tried to catch the ball.
They tied up the thief.

Read the sentences and ask the pupils how the underlined words are alike. Elicit that they all have the letters ie coming together in them. Ask pupils to read the words as the others listen to see if the ie represents the same sound in each word. Write the words on the board in two columns according to the sound the ie stands for.

Write the words below on the board and have the pupils read them. Remind them that in reading an unfamiliar word with the letters ie, they should try first the vowel sound as in tried and then the vowel sound as in fielder until they recognize the word.

chief	replied	prairie	cookie
yield	brief	dies	fried

For additional practice, duplicate the following exercise and distribute copies to the pupils for independent work.

Draw a ring around the word that belongs in each sentence.

1. Do you _____ in fairies? best believe
2. Here's a _____ of cake for you. piece pest
3. The _____ engine pulled the train. weasel diesel
4. Mom baked some _____ today. cooler cookies
5. A _____ stole the money. tied thief
6. Dan _____ the parcel home for Mother. carried cried

If preferred, the sentences and words may be written on the board and the responses given orally.

Duplicate the following exercise and distribute copies to the pupils for independent work.

Do as each sentence says. Write the new words on the lines. The first one is done for you.

1. Change one letter in *look* to make a word that names something you read. look book
2. Change the *gr* in *group* to name something you might have for lunch. group _____
3. Change one letter in *bush* to make a word that means "shove." bush _____
4. Change two letters in *true* to make the name of a color. true _____
5. Change one letter in *boots* to make it tell what a horn does. boots _____
6. Drop one letter from *flew* to make a word that means "not many." flew _____
7. Change a letter in *tough* to make a word that means "not smooth." tough _____

Structural Analysis

Place the following on the board.

- a. Kimook _____ that he could learn to play baseball.
1. realize 2. realizes 3. realized 4. realizing
- b. He dreamed that he was _____ whales.
1. harpoon 2. harpoons 3. harpooned 4. harpooning
- c. When Chuck throws it, the ball _____ through the air.
1. spiral 2. spirals 3. spiralled 4. spiralling
- d. The book slipped off the desk and _____ to the floor.
1. thud 2. thuds 3. thudded 4. thudding
- e. An Inuit man hunts and _____ when the days are light.
1. fish 2. fishes 3. fished 4. fishing

Have the pupils read each sentence to themselves and decide which form of the verb belongs in it. When they have decided, ask them to hold up one, two, three, or four fingers to indicate which form of the verb they have selected. Write the indicated verb form in the blank and have the sentence read aloud, as the pupils listen to be sure their choice is the right one.

Syllabication

Write the following words on the board.

commander	banana
vacation	bewildered
hamburger	neighborhood
general	dominoes
potato	typewriter
valentine	rickety

Divide the pupils into two teams. Point to the first word on the board and ask the first pupil of one team to pronounce the word and use it in a sentence. Be sure to allow enough time for the pupil to decode the word. If the pupil pronounces the word correctly, score five points for that team. If he or she uses it in a sentence, score another five points. Offer the second word to the first pupil of the other team, and continue alternating in this manner until all the words have been dealt with. The team with the most points at the end of the game wins. If the score is tied, declare both teams the winners.

Recognizing and
identifying
correspondences
/u/ou, /ù/oo, /ù/u,
/ü/oo, /ü/ou, /ü/ew, /ü/ue

Recognizing
and identifying
verb forms

Applying
syllabication
to decoding

Spelling

Spelling
useful words:
around, today;
words with
correspondence
/ē/ie

Write these sentences on the board.

The children crowded around Kimook to watch him carve.
Kimook is a very happy boy today.

Have the sentences read aloud. Call attention to the underlined words and discuss their spelling with the pupils, noting the prefix *a* and the *ou* in *around*, and the fact that *today* is a compound word. Let volunteers use the words in oral sentences. Then have the pupils enter the words in the list of useful words in their spelling notebooks.

Write *field* on the board and have it pronounced. Have the vowel sound and the letters that stand for it identified.

Let the pupils try writing the following words on their worksheets. The words should be presented in simple sentences and then entered in the list of useful words in the spelling notebooks.

fielder, thief, thieves, believe, piece, candies

Spelling words:
please, whose,
taught

Write *please*, *whose*, and *taught* on the board and have them pronounced. Discuss the spelling of the words, calling attention to the *ea* digraph, the *s* standing for the /z/ sound, and the final *e* in *please*; the *o* standing for the /ü/ sound, the *s* standing for the /z/ sound, and the final *e* in *whose*; the *ough* standing for the unglided /o/ sound in *taught*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these:

Kimook hoped the carving would please Chuck. *please*
Can you tell me whose book this is? *whose*
Chuck taught Kimook to play baseball. *taught*

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook. See that the pupils review their difficult words frequently.

Read each sentence to the pupils. Then dictate it slowly and clearly, as the pupils try to write it on their worksheets.

Spelling
words in
dictated
sentences

The fielder ran after the ball.
Will you teach me to play baseball?
The two boys soon became good friends.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — use of the comma between clauses in compound and complex sentences

- the homonym *forth*
- new paragraphs
- nouns and verbs
- adverbs

Using, recognizing, and identifying personal pronouns and their antecedents

Producing, recognizing, and identifying compound and complex sentence patterns using the connectives *when, as, and then, before, while, after*

Using, recognizing, and identifying irregular past tenses *kept, brought, thought, found, took, felt, began, rang, taught*

Producing, recognizing, and identifying sentences containing subjects, predicates, and adverbs

Punctuating sentences: periods, question marks, quotation marks, exclamation points, apostrophes, and commas in direct speech and to separate clauses

Using, recognizing, and identifying homonyms

Producing, recognizing, and identifying alphabetic sequence

Using guide words in a dictionary

Materials Needed

The readers

Lined papers and/or pupil notebooks

Colored chalks

Sentence Awareness

Ask the children to turn to page 41 in their texts and read the first three sentences in the second paragraph. Have the pupils find the commas in the third sentence and recall that this punctuation mark tells readers to make a little pause, which helps them understand what they are reading. Ask a volunteer to read the sentence aloud, pausing slightly at the commas, while the others listen to find out whether the sentence is read correctly.

Write the sentence on the chalkboard, but omit the commas. Have two or three pupils read the sentence aloud without pausing after the words *hours* and *dark*. Discuss with the group that the meaning of the sentence would be less clear if pauses were not made after the words *hours* and *dark*. Have a child put commas after the words *hours* and *dark* on the chalkboard. Then ask one or more pupils to read the sentence again the way the punctuation indicates. Elicit that the meaning of the sentence is now clear.

Direct the pupils' attention to other compound and complex sentences in the reader selection that contain a comma between the clauses. Have the children note the comma in each one and read it as the punctuation indicates.

Direct the children to read aloud the third sentence in the second paragraph on page 40.

Write the sentence below on the chalkboard and ask the pupils to read it.

"Kimook was the fourth boy in line."

"What word in this sentence sounds the same as a word in the sentence you read in the story?" When the pupils identify *forth* and *fourth* write the words on the chalkboard and have the pupils tell the meanings of the two words.

Then have the children suggest other pairs of words they know which have similar sounds but different spellings and meanings. Ask the pupils to make up sentences using these words. List the homonyms the children give on the chalkboard.

Refer to specific paragraphs on the first page of the story and review that a group of two or more sentences, telling about the same thing, is called a *paragraph*. Have the pupils note that the first sentence of each paragraph is indented.

Have the pupils turn to the second page of the story and ask them to find the sentences that are indented. Elicit that each indentation indicates the beginning of a new paragraph.

Have the pupils turn to page 43. "How many paragraphs are on this page? How can you tell?"

Have the children read the first paragraph on the page and tell what happens in it.

Then ask them to read the second paragraph and tell what events it describes.

"Why do you think the writer divided this part of the story into two paragraphs?" Elicit that a break is necessary to show the change from Kimook's actions (in the first paragraph) to Kimook's thoughts (in the second paragraph).

Continue discussing in a similar manner the reasons for the paragraphing on the rest of this page. Have the children note that each time a new time period, situation, or story speaker is introduced, a new paragraph is begun.

Have the children turn to page 40 and read the first sentence on the page.

"What two words in this sentence tell what someone did?" Elicit that the words *sat* and *listened* are "doing words."

"What word in the sentence tells *who* sat and listened?" Elicit that *Kimook* is a "name word."

Have the pupils find other "name words" in the sentence and tell whether each one is a person or a thing.

Refer the children to the sixth paragraph on page 42.

"What words in the paragraph tell what someone did? What words tell *who* did these

Recognizing and identifying use of the comma between clauses in compound and complex sentences

Recognizing and identifying the homonym forth

Recognizing and identifying new paragraphs

Recognizing and identifying nouns and verbs

things?" Have the pupils find other "name words" in the sentence and tell whether each one is a person or a thing.

Go on to discuss several other sentences or paragraphs in the story in a similar fashion.

Note: You may begin calling the "name words" and "doing words," *nouns* and *verbs* if you wish. "A word that names a person or thing is called a *noun*. A doing word is called a *verb*."

Have the children turn to page 41 in the story. Ask them to read the first sentence on the page.

"What happens in this sentence? What are the doing words in the sentence? What word tells you *how* Kimook moved?"

"Think about how else Kimook might have moved. What other words could you use to describe his movements?" Have the children suggest two or three other adverbs that could be substituted in this sentence.

Have the children turn to page 45 and refer them to the second paragraph. "What are the doing words in this sentence? What word tells *how* Kimook spoke? Give some other words that describe *how* someone said something. List the adverbs the children suggest on the chalkboard. Ask them to make up sentences using their adverbs.

Have the pupils turn to page 46 and read the second sentence in the fifth paragraph. "What are the doing words in this sentence? What word tells *how* Chuck put the carving on the bench? What other words could describe how someone might put something down?"

Note: You may begin naming the words discussed in this exercise *adverbs*, if you wish. "Words that tell *how* are called *adverbs*. *Adverbs* often end in the letters *ly*."

Sentence Building

Write the following pairs of sentences on the chalkboard and have the children read them silently and aloud. In each pair, direct the pupils to insert a pronoun in the blank space to replace the underlined noun(s) in the first sentence. The entire exercise may be done on the chalkboard, or the pupils may complete the last two or three parts on their lined papers.

1. Kimook told Chuck about his life in the village. " _____ used to go hunting whales with my father," Kimook said.
2. Kimook and I are friends. _____ like to go hunting and fishing together.
3. Kimook sat behind his small desk. _____ listened to the story the teacher was reading.
4. Kimook watched the other boys playing baseball. He wished that he could play with _____.
5. Kimook's mother wrote him a letter. _____ also sent him some cookies and a new sweater.
6. Kimook told his teacher, Miss Taylor, about his carving. The next day Kimook brought it to school to show to _____.
7. Kimook stood holding the baseball bat. The pitcher threw the ball to _____.
8. Kimook and Chuck were playing baseball. _____ were on the same team that day.
9. I had a birthday party yesterday. My friends gave _____ nice presents.

Write the following exercise on the chalkboard. Have the pupils read the paragraph and the connectives at the top silently.

when as and then before while after

_____ Kimook sat in school, he thought about his village in the north. He took a piece of soapstone out of his pocket _____ began to chip away at it. _____ it was time to go out, he took his soapstone. Kimook carved his soapstone _____ he watched the boys play baseball. He felt sad _____ the boys laughed at him because he couldn't play baseball. _____ Chuck saw Kimook's carving, he asked Kimook to teach him to carve. _____ Chuck spoke to Kimook, he threw the ball to him. _____ Kimook hit the baseball, it flew over the head of the fielder. Kimook had never played baseball _____ he came to his new school.

Direct the children to copy the paragraph on their papers, inserting one of the connectives in each blank space. Some connectives will be added at the beginning of a sentence; others in the middle. Remind the pupils to capitalize each connective that begins a sentence. More than one connective may be used correctly in most of the sentences. When the exercise is finished, have the children add the connectives to the chalkboard paragraph and read the completed paragraph aloud.

Recognizing and identifying adverbs

Using, recognizing, and identifying personal pronouns and their antecedents

Recognizing, identifying, and producing compound and complex sentence patterns using the connectives when, as, and then, before, while, and after

Using,
recognizing and
identifying
irregular past
tenses kept,
brought, thought,
found, took, felt,
began, rang, taught

To reinforce correct usage of the irregular past tenses listed on the left, ask the children questions such as the following and have them answer aloud in complete sentences, using the appropriate verb forms.

1. "Why did Kimook keep dreaming of his own village in the north? Why did Chuck keep looking at Kimook's carving?"
2. "Why did Kimook bring the piece of soapstone to school? Did you bring anything to school today?"
3. "What did Kimook think about while he was carving? What did you think of the TV shows you watched last night?"
4. "Where did Ivan find the flying ship? Did you ever find something on the sidewalk? What did you find?"
5. "What did Kimook take out of his pocket at recess? When did you take a book out of the library?"
6. "How did Kimook feel when the boys laughed at him because he couldn't play baseball? How did you feel on Christmas morning?"
7. "Why did the school bell ring at recess time? When did your telephone ring?"
8. "When did Kimook begin to work on his carving? At what age did you begin going to school?"
9. "What did Kimook's grandfather teach him to carve? What did you teach someone to do?"

Write the following sentences on the chalkboard.

Kimook ran.
The sun was shining.

Have the children read the first sentence. "What word in this sentence tells us what someone did?" Ask a child to draw two lines under *ran* with colored chalk.

"What word in this sentence tells us who ran?" Have another child draw one line under the word *Kimook* with chalk of a different color.

"What word in this sentence is the name part? What word is the doing part?"

Continue in a similar manner with the second sentence.

Refer to the following incomplete sentences on the chalkboard.

The boys
were howling
Kimook's father
The school bell
started laughing
stood up

Have a pupil read the first incomplete sentence. "Is this a finished sentence? Why isn't this a finished sentence?"

"Do the words *The boys* make up the 'name part' of the sentence or the 'doing part'? What part of the sentence is missing? What 'doing words' can you put with the 'name words' to make a finished sentence?" Write the words the pupils suggest after the words *The boys* on the chalkboard and have the completed sentence read aloud. Accept a variety of "doing words" to formulate complete sentences. Write each completed sentence on the chalkboard and have each completed sentence read aloud.

Continue in a similar manner with the rest of the incomplete sentences.

Refer again to the sentences written on the board at the beginning of the exercise. Add the word *quickly* to the first sentence and *brightly* to the second.

"What does the word *quickly* tell you about the way Kimook ran? What does *brightly* tell you about the way the sun was shining?" Elicit that these words tell *how*. (If you have begun naming parts of speech, recall that words that tell *how* and end in *ly* are called *adverbs*.)

"What other words telling *how* could you put in these two sentences?" Have the children give two or three adverbs for each sentence.

Then refer the children to the sentences they formulated on the chalkboard from given "naming" or "doing parts." "What words that tell *how* could you add to each of these sentences?" Have the children give a number of suggestions orally. Then have them write three of the sentences on pieces of paper, adding words that tell *how*.

Producing,
recognizing, and
identifying
sentences
containing subjects,
predicates, and
adverbs

Punctuation

Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud. Guide the pupils as they take turns inserting the correct punctuation marks in the first two sentences. Then have them write the remainder on their papers, adding the punctuation marks as they do so.

1. May I play baseball with you.
2. Whose turn is it now asked Chuck
3. What a great game
4. Kimooks carving lay on the ground
5. The ball came toward Kimook but he didnt notice it
6. Kimook cried Dont do that
7. Pass the ball to me

Homonyms

Write the following exercise on the chalkboard and have the pupils read it silently.

1. The fishermen set forth in their dories. On the ____ day of spring I saw a robin.
2. The first son set off to find the flying ship. The ____ was hidden behind a cloud.
3. The knight fought the terrible dragon. That ____ came a bad thunderstorm.
4. Which team won the game? I would like only ____ pancake please.
5. Kimook spent every lunch hour carving soapstone. ____ dog is grey and white.
6. There is no table in the room. Do you ____ what time it is?

Refer to the first pair of sentences on the chalkboard. Have a volunteer read the sentences aloud and use a word in the blank space that sounds the same as the underlined word in the first sentence. Ask the child to spell the word that completes the second sentence. Write the word in the space on the chalkboard, or let the child do so. Elicit that the word sounds the same as the underlined word, but has a different meaning and is spelled differently.

Continue in the same manner with the next three pairs of sentences. Have the children write the last four pairs of sentences on their lined papers.

Dictionary Skills

Write the following groups of words on the chalkboard in the order shown. Have the pupils establish the correct sequence of the words in each group and write them on their lined papers in alphabetical order.

1. town expect quiet apartment bush shoot hydro
2. from flat far first fell
3. hurt Ivan tighter front wood carrots runny kneel
4. couple china center cried class
5. grade Inuit city knight opposite wildly drink alarm freight level

Ask the children to open their dictionaries to page 75 (for example). Draw attention to the two words at the top of the page over the two columns. Recall with the pupils that these words are called *guide words*. Elicit that the word over the first column on every dictionary page is the same as the first entry word on the page and the word over the second column is the same as the last entry word on the page.

Refer to several entry words on the page and have the children locate them. Elicit the fact that all the entry words on a dictionary page will come in alphabetic order between the two guide words at the top.

Have the children turn to another page in the dictionary and read the guide words. Give the children several words and have them use the guide words to determine whether they think these words will be found on this page. For example, if the guide words are *cent* and *chaff*, give the children words such as *apple*, *cereal*, *paper*, *crayon*, *center*, *water*. Then have the children check their answers by looking at the entry words on the page.

Repeat this procedure with several more dictionary pages. Be sure to choose pages that have entry words beginning with different first or second letters, for example *gun* — *habitable* or *flush* — *focus*, and not *fodder* — *food* or *initiative* — *innumerable*.

Punctuating
sentences:
periods,
question marks,
quotation marks,
exclamation points,
apostrophes,
commas in direct
speech and to separate
clauses

Using,
recognizing, and
identifying
homonyms

Producing,
recognizing,
and identifying
alphabetic
sequence

Using guide
words in a
dictionary

WRITING

Objectives

Learning to write the letters Y and Q

Developing a letter cooperatively; identifying the parts of a letter

Addressing an envelope

Recognizing and writing good story beginnings

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebooks

Lined paper and/or notebooks for Personal Writing

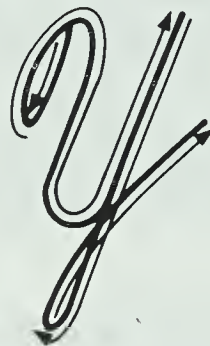
Envelopes, stamps, chart paper

Newspaper and magazine pictures

Handwriting

Teach the pupils how to write the upper-case form of the letters Y and Q. Follow the procedure established for the lesson for "Gabrielle and Selena."

First, demonstrate the writing of the letter Y two or three times at the chalkboard. Then continue with the suggested demonstration and practice procedure.



When the pupils have shown that they can write the letter correctly, have them practice the following words and sentences. Use the procedure suggested for the demonstration and practice of a single letter in the first lesson of this part of the guidebook.

Observe the pupils' writing posture and be sure they sit well back in their seats, with feet flat on the floor. Check to see that their papers and pencils are in the correct positions.

Yukon

Yarmouth

Your ball is red

Yellow birds are singing

Learning to write
the letters Y and Q

Teach the children how to write the upper-case form of the letter Q. Follow the procedure established for the lesson for "Gabrielle and Selena."



When the pupils have shown that they can write the letter correctly, have them practice the following sentences and words. Guide the pupils in the formation of the capital letter and the joining strokes.

Queen

Quebec

Quilts are on the beds

Quit the game now

Directed Writing

Developing a letter
cooperatively;
identifying parts
of a letter

Ask the children what they think Kimook might write in a letter to a friend or relative in his village in the Arctic. Develop a cooperative letter on the chalkboard or on chart paper. Then explain (or review) the parts of a letter. The following letter may be used as a model.

(1) Heading

11M Alexander St.,
Clifford, Ont.,
April 22, 1979.

(2) Greeting

Dear Kuni,

I finally learned how to play baseball. At first I didn't know what to do, but Chuck taught me. Chuck is my friend now. We made a good bargain. Chuck taught me how to play baseball and I taught Chuck how to carve soapstone.

(3) Body

I hope you can come to this school some day. Then I will teach you how to play baseball. At the beginning I didn't like my new school, and I missed my own village and the water. I still miss the village, but I am happy at school too.

(4) Closing

Your friend,

(5) Signature

Kimook

Explain to the children how to address an envelope, or review the procedure.



Write the following paragraphs on the chalkboard:

In the winter, Sandy liked to play hockey and he liked to make snow forts and ice skate. Sandy's friend, Hans, liked to ice skate too. Sandy wasn't very good at summer sports, though. He wanted to learn how to play baseball, but he didn't know what to do. His friends played baseball, but Sandy didn't. Sometimes he read a book and sometimes he played catch with his brother. Most of the time he watched the other boys.

Sandy wanted to learn how to play baseball, but he didn't know what to do. Most of the time he sat by the fence and watched the other boys. One day while he was watching a game, a batter hit the ball and it came right to Sandy.

Have the children read the paragraphs and decide which one makes a better story beginning. Encourage the pupils to give reasons for their choice. Elicit that the second paragraph tells about the important things in the story and tells about the problem in the story. Then have the children discuss the reasons why the first paragraph is not as good a story beginning as the second one. Elicit that the first paragraph tells unimportant or extra things about Sandy and the story, and that it does not tell about the problem in the story.

Have the children work on their own or in pairs to write a story beginning. Remind the pupils to tell only about the important things in the story such as who, where, and when, and to tell about the problem in the story. Have them take turns reading aloud their completed story beginnings. Let the other children point out any details they feel did not need to be included.

Creative Writing

Personal Writing

Have the children complete the stories they began in the Directed Writing section of this lesson. Let the pupils read their finished stories to the group.

Have the pupils write more story beginnings on their own. Draw pictures on the chalkboard for the pupils to write about, or let them use newspaper and magazine pictures. At a later time, have them complete their stories, or let them exchange story beginnings and complete one another's stories.

Have the children write paragraphs using given topic sentences. The topic sentences may be the first or last sentences in the paragraphs. (Some pupils should still simply write two or more related sentences without attempting to formulate topic sentences.) Remind the pupils to indent the first sentence in their paragraphs. Write topic sentences such as the following on the chalkboard or on slips of paper.

I wish I knew how to play baseball.

That's how we play football.

There is a new boy in our class.

My friend taught me how to play broom ball.

Suggest that the pupils write letters to their friends or relatives. They might also enjoy writing letters to some of the characters in stories they have read. Then have the children address the envelopes. If the pupils wish to do so, let them mail the letters written to friends or relatives.

Some pupils might enjoy writing the letters that Kimook may have written home to his family. He may have written his first letter shortly after arriving at his new school, describing the school and telling how he felt about being there. A second letter may have been written after his disappointing experience with baseball, in which he related that the other boys laughed at him and described his own feelings. Another letter may have been written after Kimook began to learn to play baseball. The children might also wish to tell about other things they think Kimook would have experienced at his new school.

Further story starters are the following:

If I were Kimook, I'd . . .

If I were Chuck, I'd . . .

If I lived in the Arctic, I'd . . .

If I went to a new school, I'd . . .



INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the phoneme-grapheme correspondences /u/ou, /ü/ou, /ü/oo, /ü/ew, /ü/ue, /ü/u, /ü/oo

Recognizing syllables in multisyllabic words

Recognizing and identifying spelling words

Balloon Sellers

Objective

Recognizing and identifying the correspondences /u/ou, /ü/ou, /ü/oo, /ü/ew, /ü/ue, /ü/u, /ü/oo

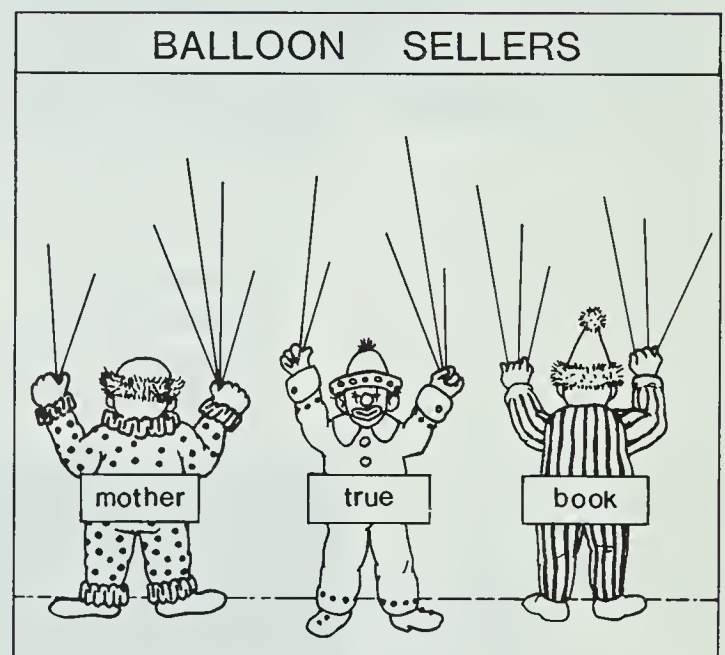
Number of Players

One to Two

Materials Needed

One "Balloon Sellers" board

Balloon-shaped cards with words containing the above correspondences: *harpoon, crew, oozing, blew, push, took, true, chew, hue, trouble, rough, group*, and so on.



Procedure

Each player take a card, reads the word on it, and then places the card on the appropriate balloon seller.

Batter Up

Objective

Recognizing syllables in multisyllabic words

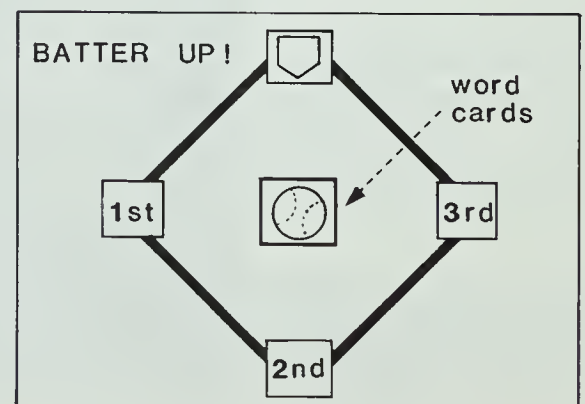
Number of Players

Two to Four

Materials Needed

One "Batter Up" board

One place marker per player



Decoding Skills:
Phonemic Analysis

Decoding Skills:
Syllabication

One score card per player

One set of baseball-shaped cards with words such as *foolhardy, urgent, leatherbound, enormous, vicious, peasant, handkerchief, underneath, returned*

Procedure

The children take turns being “batter.” Each player takes a turn by taking a card from the pitcher’s mound, reading the word on the card, and telling the number of syllables in the word. If the player is correct, she or he moves the place marker forward the number of bases that correspond to the number of syllables in the word. The player remains on this base or position until her or his next turn. Each time a player passes the home plate, a check mark is placed on her or his score card. If the player is incorrect, she or he is out, and returns to home plate for the next turn. Each player takes nine turns in all. The winner is the player with the most home runs.

Toy Box

Decoding Skills:
Spelling

Objective

Recognizing and identifying spelling words

Number of Players

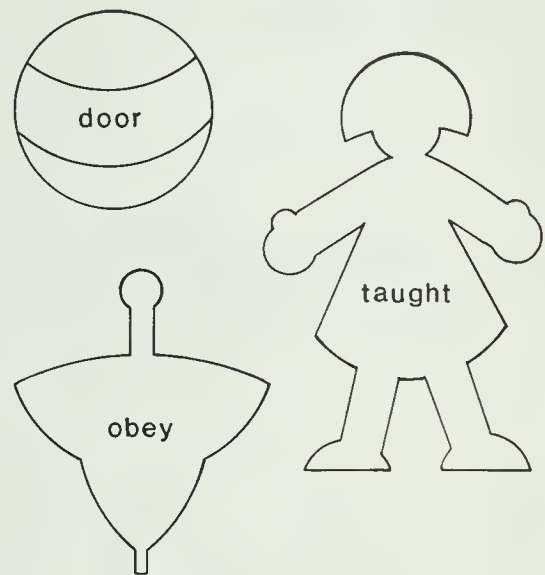
Two teams plus one player as “It”

Materials Needed

Toy-shaped cards with words such as: *door, floor, asleep, obey, army, daughter, please, whose, taught*

Procedure

The two teams face the chalkboard. The player who is “It” selects a card and reads the spelling word. Two players — one from each team — race to the board and print the word. The first player to write the word correctly becomes “It.” If both players fail to spell the word correctly, the player who is “It” remains.



INQUIRY SKILLS

Using the table of contents
Discussing title and experiences with magic
Observing picture details
Listening to poem
Discussing main idea of poem
Practicing magic trick
Making a chart
Observing picture details
Speculating
Solving problem
Making a comparison
Doing tricks and discussing scientific explanation for them
Doing research
Presenting tricks and charts
Evaluating own contribution to project

INTEGRATIVE OPTIONS

Magic Tricks — doing further magic
Booklets — making booklets

DECODING SKILLS

LANGUAGE DEVELOPMENT

WRITING

INDEPENDENT ACTIVITIES

ALTERNATIVE STRATEGIES

Literary Appreciation**

Listening**

This selection relates to the theme “E Is Electricity,”
in *Starting Points in Language P*.

ENVIRONMENTAL STUDIES

Objectives

- Using the table of contents
- Discussing title and experiences with magic
- Observing picture details
- Listening to poem
- Discussing main idea of poem
- Practicing magic trick
- Making a chart
- Observing picture details
- Speculating
- Solving problem
- Making a comparison
- Doing tricks and discussing scientific explanation for them
- Doing research
- Presenting tricks and charts
- Evaluating own contribution to project

Summary Chart of Research Activity

Starting Point	Question	Collecting Information
Preliminary discussion; reading and discussing poems “Silk From Nowhere,” and “The Wizard’s Omelet.”	How can science help us do magic tricks?	Doing experiments in text; doing research on magic tricks; doing further tricks
Organizing Information	Presenting Information	Evaluating
Preparing presentation of tricks; making explanatory chart	Presenting tricks; discussing scientific principles behind the “magic”	Evaluating own contribution to project

Starting Point

- Using the table of contents
- Discussing title and experiences with magic
- Observing picture details
- Listening to poem; discussing main idea of poem
- Reading; practicing magic trick
- Making a chart

Have the children turn to the table of contents and find the title of this lesson.

Give the children ample opportunity to discuss the title and what it suggests to them. “What do you think of when you hear the word *magic*? Have you ever been to a magic show? If so, tell about it. What was the best magic you ever saw? Tell about magic tricks you know how to do. What makes magic interesting and fun?”

Have the children turn to page 48 and look at the illustration. Let them talk about the picture.

Read the poem “Magic” on page 49 to the children. When you have finished reading, let them react spontaneously to the poem. Let the pupils discuss how a bottle of ink could be said to be magic and hold all the things mentioned in the poem. Some children may find this concept difficult. Help them, by asking questions, to clarify the thought. Then let the children read and answer the questions which follow the poem.

Read the selection “Silk From Nowhere” on page 50 with the children. Let the pupils learn to do this trick and practice until they are skillful at it.

After they have experimented with this trick, have the children discuss what they have learned about doing magic tricks. They might wish to make a cooperative chart, under a

heading such as “Hints for Magicians” or “Keys to Magic.” Suggestions they offer might include the following:

1. Follow directions carefully.
2. Practice the trick over and over.
3. Know what secrets you must keep hidden from your audience.
4. Think of the secret, then boast that you can do something that those in the audience think can’t be done.

Read the title of the next selection, “The Wizard’s Omelet,” to the children. After they have looked at the illustration on pages 51 and 52, let them speculate on what the selection might be about.

Read the introductory paragraph to the children and have them read the selection as far as the question on page 52: “How did the wizard make the omelet out of nothing?” Let them ponder and discuss it for a while. If they seem to be off the track, the next paragraph on page 52, “Here’s a clue,” will redirect them.

When interest has waned or ideas have been exhausted, tell the children how the trick was performed and help them to understand the principle involved. The wizard used a hollow staff. He plugged the bottom of the staff well with lard or butter. Then he broke a dozen or more eggs and poured them into the hollow staff. As he stirred the staff around the hot, empty pan, the lard or butter melted and released the scrambled eggs. These soon cooked into a “miraculous” meal, which the wizard gave to the poor family. The use of a staff was perfectly natural, since it was regarded as a symbol of his magical ability and its use was expected.

“How is the trick of the wizard’s omelet different from the appearing scarf trick?” Elicit that the wizard employs scientific knowledge (lard or butter are solid when cold and liquid when hot) that the scarf trick does not.

Question

Read the last two paragraphs on page 52 for the children.

Help the children formulate a question like the following as a basis for their research “tricks”:

How can science help us do magic tricks?

Record the question on the chalkboard.

Collecting Information

Provide the children with the necessary materials and have them do the experiments on pages 53 to 55 in the text. Two ways of proceeding are described below. Method A is for children who are not yet ready to work on their own and still need a good deal of help and guidance. Method B is recommended for those who show a fair amount of self-discipline and independence.

Method A: The children might be seated on the floor before a table at which one by one the tricks will be tried. A child, and often an assistant, is called upon to perform the trick according to the directions in the text. Any member of the group may volunteer an explanation of what is observed. At the conclusion of each trick, the children can summarize orally:

- a. what they saw happen
- b. what boast the magician could make
- c. the scientific explanation of what happened

It is hoped that through deductive reasoning the children will arrive at the correct scientific explanation for what happened in each experiment. Help them by posing a series of questions and directing them to think about their observations and experiences until someone can offer the correct explanation. Smell, taste, and touch could assist sight.

Method B. The children are divided into pairs or groups. The materials for each trick are set out on separate tables or other centers. Have the groups rotate from center to center to perform the tricks. The group will then discuss and summarize orally points a, b, and c, as set forth in Method A. When each group has done all the experiments, gather the children together for a discussion of the scientific explanations they came up with and at this time correct any misconceptions which may have arisen.

Observing picture details; speculating

Reading; solving problem

Making a comparison

Regardless of which method was used, a cooperative chart should be made listing the scientific principles these magic tricks demonstrated.

The following are the suggested boasts and the scientific explanations for the tricks:

Trick 1, page 53. As a magician, you could ask your audience to estimate how long it would take to separate the salt grains from the pepper. You could claim to do it in a flash with one magic word, "Presto!"

Salt dissolves and pepper floats. As soon as the mixture is put into the water, the salt will begin to dissolve and the pepper will float to the top. Therefore, in a very short time, the salt will be separated from the pepper.

Trick 2, page 53. As a magician, you could boast that you can make the colored water rise or fall at your command.

The cold colored water sinks to the bottom of the bowl and the warm colored water rises to the surface of the bowl because warmth seeks the highest level and coldness seeks the lowest. The deeper the bowl, the more evident the results when the thumb is removed from the bottle at a halfway level.

Trick 3, page 54. As a magician, you might challenge a few spectators to snare the ice cube with the string. When they prove unsuccessful, you can announce that, with magic, it can be done. Then you proceed with the experiment.

The salt causes the ice to melt, but once the salt has dissolved the ice freezes again and grips the coiled string.

Trick 4, page 55. As a magician, you could boast that you can make water disobey the law of gravity.

Air pressure and surface tension are the two scientific principles which keep the water in the glass.

Trick 5, page 55. As a magician, you could boast that you can make the mothballs go up and down in the glass without touching it.

The mothballs sink because they are heavier than the liquid, but not very much heavier. Bubbles from the soda gather around the mothballs, supplying enough buoyancy to lift them to the top. There the bubbles break, causing the mothballs to lose their buoyancy and sink to the bottom again. Be sure to choose a very tall glass to allow room for the soda to fizz, and add the soda slowly or it will fizz most of the water out of the glass.

Have the children work in pairs or groups to prepare one to three (depending on their ability) further simple magic tricks based on scientific principles. These tricks may be taken from library books on magic such as the following: *Fun and Tricks for Young Scientists*, by George Barr McGraw-Hill; *Magic With Science*, by Walter Gibson, Grosset & Dunlap; *Secrets of Magic*, by Walter Gibson, Grosset & Dunlap; *Magic ... Naturally*, by Vicki Cobb, J. B. Lippincott.

You may have the children do some of the following tricks as an alternative to the activity above.

1. Magic Kleenex

Equipment:

- | | |
|-------------------------|------------------------|
| 2 pieces of Kleenex | aquarium |
| very deep dish or small | glass of water (narrow |
| pail of water or unused | base works best) |

Method: Drop a piece of Kleenex into the water. What happens to it?

Stuff the other piece of Kleenex into the bottom of the glass. Turn the glass upside down and lower it into the water. What happens to the Kleenex? Why?

Explanation: The Kleenex in the inverted glass remains dry because the glass remains filled with air when submerged and does not permit the water to contact the Kleenex.

2. Magic Coin

Equipment: coin glass almost full of water

Method: Set the coin of the palm of your left hand and put the glass of water on top of the coin. Let each one in the group look down through the water to see the coin. Then cover the glass with your right hand, and let each person look for the coin through the glass. Can you see the coin?

Explanation: When you look through the side of the glass you can't see quite to the bottom because of the refraction of the light rays. Therefore the coin is not visible.

Doing further
tricks

3. The Mystery Glasses

Equipment: a glass of water (A)
a glass of saturated saline solution (B)
two uncooked eggs

Method: Gently put an egg into each glass. What happened in Glass A? What happened in Glass B? Now take the eggs out, and put the egg from Glass A into Glass B and the egg from Glass B into Glass A. What happened in Glass A? What happened in Glass B? Is it the egg that causes the difference? Can you uncover the mystery?

Explanation: Since the density of the egg is greater than that of the water, the egg sinks. The density of the salt solution, however, is greater than that of the egg; therefore, the egg floats.

During the discussion period, after the explanation is learned, have the children suggest what an egg would do if half the contents of Glasses A and B were emptied into a third glass into which the egg is placed. Let someone prove it by experimentation.

4. The Mysterious Balloons

Equipment: 2 blown-up balloons with strings attached
a glass bottle
piece of wool
piece of silk
string

Method: Rub each balloon with wool at the same time. What happens? Why? Rub the bottle with silk and one balloon with wool. Hold the bottle near that balloon. What happens? Why?

Explanation: Because both balloons have a like charge, they repel each other. Because the bottle and the balloon have unlike charges, they attract each other.

5. A Trick with Straws

Equipment: a box of straws
as many pop bottles half-filled with water as there are members in the group.

Method: Take two straws. Put both in your mouth and put the other end of one straw into the bottle and the other straw outside the bottle. Try to draw the water up into your mouth. What happens?

Explanation: In drawing liquid up a straw, a person lessens the air pressure inside the mouth, and so, the liquid in the straw, having less pressure on it than the rest of the liquid in the bottle, rises up the straw and into the mouth. The second straw, being open to the air, helps to increase the air pressure in the mouth and so on the liquid in the straw as well, and the liquid does not rise.

Give the children any help they need in choosing suitable tricks obtaining the necessary materials, and following the procedures correctly.

Organizing Information

*Doing research
Making a chart
Practicing tricks*

Have the groups do any necessary research to discover or confirm the scientific principles on which their magic tricks are based. These should be formulated and recorded on charts.

The children should then develop and practice a polished performance of each of their tricks. Members of the group should be chosen to be the magician and his or her assistant(s). The magician should practice the tricks while the other members of the group analyze the act and offer suggestions for improvement. Props such as a magic hat, a cape, or a wand could also be made by the children.

Presenting Information

*Presenting tricks
and charts*

Each group should then present its tricks to the other children. The explanation chart should be read at the conclusion of each performance and any questions the audience may have, answered by members of the group.

Evaluating

*Evaluating own
contribution to
project*

Help the children evaluate their group's project and their own contribution to it by discussing such questions as:

Did I cooperate with the rest of the group?

Did I help organize the chart by suggesting headings or information to be placed under different headings?

Was our chart complete and easy to understand?

Did I do my best to make the magic performance as good as possible?

How could our work have been improved?

INTEGRATIVE OPTIONS

Magic Tricks

Doing Further Magic. Have the children find other magic tricks in library books about magic. Tricks involving deception and sleight of hand as well as scientific tricks should be attempted. Books like the following could be used:

Practical Lessons in Magic, by Eric Hawesworth, Faber & Faber.

Magic Secrets, by Kajar, F. Warne.

Magic in your Pockets, by Bill Somers, McKay Co.

Spooky Tricks, by Rose Wyler and Gerald Ames, Harper and Row.

Magic for Non-Magicians, by Shari Lewis, and Abraham B. Hurwitz, Hawthorn Books.

Mr. Mysterious's Secrets of Magic, by Sid Fleischman, Little, Brown, & Co.

Magic, An Introduction, by Betty and Douglas Kobs, Raintree Editions

Let the children practice their tricks and perform them for the class.

Other classes in the school could be invited as the audience for a "Magic Show." Posters could be made for this event and invitations sent out. Let the children enhance their acts with costumes, music, and colorful props. Choose someone from the class to be the master of ceremonies.

Booklets

Making a Booklet. Each child could make a booklet of the magic tricks in his or her repertoire. These could be arranged in a display with the magic books and other materials the children used and made during this unit.



COMPREHENSION

Using the table of contents
Discussing dinosaurs
Speculating; formulating questions
Observing picture details
Recalling details; verifying answers
Skimming for details; comparing details
Reading interpretively
Drawing inferences
Drawing conclusions
Recognizing and identifying cause-and-effect relationships
Discriminating between relevant and irrelevant details
Recognizing and identifying sequence

INTEGRATIVE OPTIONS

Environmental Studies: Science — learning about living fossils; doing research about living fossils
Field Trip — visiting a museum
Visual Arts — making posters
Books — reading independently
Films — developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying word relationships
Recognizing and identifying the phoneme-grapheme correspondence /i/y
Recognizing and identifying the phoneme-grapheme correspondence /ē/ie
*Recognizing and identifying the phoneme-grapheme correspondence /ē/ei
Recognizing and identifying the suffixes *able, ous*
*Recognizing and identifying the suffix *ible*
Recognizing and identifying prefixes
Dividing into syllables words with pronounced adjacent vowels
Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — abbreviations — use of commas in series — verbs, nouns, adverbs, and adjectives
Expanding sentence fragments into complete sentences
Using, recognizing, and identifying present tenses *has* and *have*
Using, recognizing, and identifying subjects and predicates, nouns, verbs, adverbs, adjectives
Producing, recognizing, and identifying alphabetic sequence
Using guide words in a dictionary

WRITING

Learning to write the letter Z
Learning to write words containing hyphens and apostrophes
Discussing letters asking for information; developing letter cooperatively
Discussing news articles, 5W questions; developing cooperative news story
Proofreading stories
Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters* /Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying the suffixes *ous, able*
Recognizing and identifying spelling words

Literary Appreciation**

Relating picture and story
Drawing inferences about story characters

Listening**

Listening attentively in discussions
Listening to identify words required in context
Listening to identify phoneme-grapheme correspondences /i/y, /ē/ie, /ē/ei
Listening to divide into syllables words with adjacent pronounced vowels
Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Discussing dinosaurs
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Drawing conclusions
Recognizing and identifying cause-and-effect relationships
Discriminating between relevant and irrelevant details
Recognizing and identifying sequence

Developing Pupil Inquiry

Have the children turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title aloud.

"Many animals that once lived on the earth are no longer here. What are the names of some of these animals? How do we know what these animals looked like and where they lived?" Take time to have the children look through and discuss library books about fossils, paleontology, and dinosaurs as well as other extinct creatures. "Find some pictures of fish that lived long ago. Compare these to fish of the present."

"What do you think this story might be about?"

Have the pupils tell on what page the story begins and then suggest that they look at the illustrations. "In what part of the world does this story take place? Tell why you think as you do. Try to 'read' the pictures on pages 56 to 63. What do they tell you about what happens in the story? Where do the people take the big fish? Why might they do this? Look at the photographs of the fish on page 64. Can you see what is special and unusual about it?"

"What questions would you like to ask about this story? Record the children's questions on the chalkboard or on a sheet of newsprint. Some questions might be

Why is this fish called "a fish from the past"?

Why is the fish special enough to put into a museum?

Developing Pupil Response

Have the pupils read the entire story silently. After the reading, allow time for the children to discuss their reactions to the story.

Have the children discuss the answers to the questions they posed and where applicable, read lines of text to verify their answers.

Ask the children to skim the story to find the descriptions of the strange fish. Then have them examine the photographs on page 64 and note the details of the description of the actual fish.

Have the children read the story again silently, thinking about the feelings of the various characters throughout. Then let volunteers read the story aloud, trying to express these emotions with their voices. Ask the others in the group to listen carefully and evaluate positively each child's reading.

Synthesizing

1. "Why do you think Miss Latimer started her 'museum-by-the-sea'?"

2. "How did the townsfolk feel about the museum at first? What help did they later give Miss

Using the table of contents

Discussing dinosaurs

Speculating

Observing picture details

Formulating questions

Reading

Recalling details; verifying answers

Skimming for details; comparing details

Reading interpretively

Drawing inferences

Recalling details; drawing conclusions

Recalling details
Recalling details
Drawing inferences

Speculating

- Latimer with her fish displays? Why do you think they changed their minds about the museum?"
3. "What jobs did Enoch have in the museum?"
 4. "Why did Miss Latimer want the fish Captain Goosen caught for her museum?"
 5. "Why were Miss Latimer and Enoch so excited when they found out what the strange fish was?"
 6. "What is a fossil? Why might the coelacanth be called a 'living fossil'?"

Developing Comprehension, Research, and Listening Skills

Recognizing
and identifying
cause-and
-effect
relationships

Critical Comprehension. Distribute copies of the exercise below to the children. In the first three sentences they are to underline the part of the sentence that tells "what happened" (the effect). In the last three sentences they are to fill in "why it happened" (the cause).

1. The townsfolk didn't think they would be interested in a fish museum because they spent their lives catching and sorting fish.
2. The townsfolk proved to be very helpful to Miss Latimer because they gave her valuable information about fish.
3. Because Miss Latimer sent Enoch's pictures of fish to a famous scientist, he felt very proud.
4. They had to use the fish wagon to take the fish to the museum because _____.
5. Miss Latimer sent Enoch's drawings of the fish to the famous scientist because _____.
6. Miss Latimer left the name card for the new fish blank at first because _____.

Discriminating
between relevant
and irrelevant
details;
recognizing and
identifying
sequence

Critical Comprehension. Write the following sentences on the board, or duplicate them and distribute copies to the children. Ask the pupils to read the sentences and put an X before each one that does not tell something important or relevant about the story. Then ask them to number the remaining sentences to show the order in which they occur in the story.

- 6 The famous scientist identified the fish as a coelacanth.
- 1 Miss Latimer had a museum displaying fish.
- 2 Captain Goosen caught a very unusual fish.
- X The townsfolk liked Miss Latimer.
- 3 Miss Latimer and Enoch took the unusual fish to the museum.
- 5 Miss Latimer sent Enoch's drawing of the fish to a famous scientist.
- X Sharks were no good for the market or the museum.
- 4 Miss Latimer looked in a book and thought the unusual fish might be a coelacanth.
- X Paleontologists study rocks and fossils.

INTEGRATIVE OPTIONS

Environmental
Studies:
Science

Learning about Living Fossils. Obtain a copy of *The Long-Lost Coelacanth and Other Living Fossils* by Alike (T. Y. Crowell). It gives interesting background information about the coelacanth at a primary level. Read the text to the children, let them look at the pictures, and discuss the information presented.

Doing Research about Living Fossils. Some children may wish to do research to find out more about other living fossils such as starfish, sponges, horseshoe crabs, crocodiles, or dragonflies. Others may enjoy doing research projects about dinosaurs.

Have the children present their reports and projects to the class.

Field Trip

Visiting a Museum. If there is a museum in your area, take the children to see the dinosaur and fish displays there.

Visual Arts

Making Posters. Have the children design posters that Miss Latimer might use to advertize her museum-by-the-sea. "What picture might be on the poster? What information about the museum should the poster tell?"

Book Center

Angell, Madeline. *The Fantastic Variety of Marine Animals*. Bobbs-Merrill.

A question-and-answer book about marine fauna.

Boston, L. M. *The Fossil Snake*. Atheneum.

A young boy's discovery of a perfectly preserved fossil snake leads to unusual adventures.

Campbell, Elizabeth. *Fins and Tails, a Story of Strange Fish*. Little, Brown, and Co.

Factual information about unusual fish.

May, Julian. *The Warm-Blooded Dinosaurs*. Holiday House.

New facts about dinosaurs.

Most, Bernard. *If the Dinosaurs Came Back*. Harcourt, Brace, Jovanovich.

A boy imagines what the world would be like if prehistoric creatures reappeared.

Van Ness, Ruth Blair. *Mary's Monster*. Coward, McCann and Geoghegan.

The true story of Mary Anning, who discovered a number of dinosaur skeletons.

Waters, John F. *Giant Sea Creatures, Real and Fantastic*. Follett.

Author shows that real creatures found in the ocean are stranger than sailor's imaginings.

Film Center

The Dinosaur Who Wondered Who He Was. 12½ mins. Coronet 3507.

Fossils: Clues to Prehistoric Times. 10½ mins. Coronet 1039.

The Great Fish at Maui. 7 mins. Educational Film Distributors.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying words, using context

Recognizing and identifying word relationships

Recognizing and identifying the phoneme-grapheme correspondence /i/y

Recognizing and identifying the phoneme-grapheme correspondence /ē/ie

*Recognizing and identifying the phoneme-grapheme correspondence /ē/ei

Recognizing and identifying suffixes *able, ous*

*Recognizing and identifying the suffix *ible*

Recognizing and identifying prefixes

Dividing into syllables words with pronounced adjacent vowels

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

*Introduction to a new element

Materials Needed

A set of cards numbered 1-12 for each pupil

Duplicated worksheets for the exercise on words using context (optional)

Duplicated worksheets for the exercise on suffixes (optional)

Word cards for the syllabication exercise

Lined worksheets for the spelling activities

Spelling notebooks

Word Meaning

New Words: Miss Latimer, Enoch, museum, possible, Captain Goosen, urgent, townsfolk, several, scientist, oozing, canvas, examining, coelacanth, delight

Decodable Words: eagerly, unusual, unwanted, discovered, disappointment, alive, flippers, reminded, wagon, unloaded, million, excitement

Enrichment Words: scientific journals, bewildered, vicious-looking, enormous, whew, leatherbound volume, paleontologist, envelope

Write the following words on the board. Give each pupil a set of cards numbered 1-12.

1. museum
2. possible
3. urgent
4. townsfolk
5. several
6. scientist
7. enormous
8. oozing
9. canvas
10. examining
11. coelacanth
12. delight

Read each sentence below. Ask the pupils to find in the list on the board the word that will complete the sentence and hold up the card with the number of the word on it. When a word has been selected, read the sentence again with the word in it, as the pupils listen to be sure the word they have selected is the right one.

If something can be done, it is ____.

The ____ was a strange fish.

Things of long ago are kept in a ____.

The people who live in a town are the ____.

Something ____ is very, very big.

Tents are sometimes made of ____.

Another word for great pleasure and enjoyment is ____.

If you are looking closely at something, you are ____ it.

Something that is important and needs attention right away is said to be ____.

A ____ is a person who is an expert in some kind of science.

If something is leaking little by little, it is ____.

If you have more than two or three books but not a great many, you have ____ books.

Some words in the story have not been included in the core vocabulary because the pupils should be able to decode them. To check that the pupils understand what they mean, duplicate the following worksheet and distribute copies to the pupils.

Choose the word that belongs in each sentence and write it on the line in the sentence.

unusual	discovered	eagerly
alive	excitement	wagon
flippers	disappointed	reminded
unloaded	struggled	millions

1. The captain ____ the strange fish under a pile of ordinary fish in his net.
2. It was not an ordinary fish. It was most ____.
3. The fish was ____ when they found it, but it soon died.
4. That kind of fish lived ____ of years ago.
5. "Hurry!" cried Enoch ____, wanting so much for Miss Latimer to see the strange fish.
6. They took the fish to the museum in a fish ____.
7. They ____ up the hill, pulling the heavy load.
8. They ____ the fish from the fish wagon.
9. Miss Latimer was filled with ____ when she realized what the fish was.

Recognizing
and identifying
new words, using
definition clues

Recognizing
and identifying
words,
using context

Recognizing and identifying word relationships

10. Seals and walruses have ____ instead of fins.
11. Enoch would have been ____ if the fish had turned out to be an ordinary one.
12. Enoch ____ Miss Latimer that they had joked about finding an enormous fossil.

If preferred, the exercise may be written on the board and the responses given orally.

Write *fins*, *scales*, *tail* on the board and elicit from the pupils that they all name parts of a fish. Ask the pupils to suggest another word that could go in that group, and write the word at the end of the group.

Follow the same procedure with these word groups.

1. excited, disappointed, delighted
2. strange, funny, unusual
3. dragged, pulled, hauled
4. wagon, car, van
5. big, large, enormous

Phonemic Analysis

Recognizing and identifying the correspondence /i/y

Recall with the pupils that *y* is used instead of *i* in some words and that it follows the same rules as *i* does. If it comes at the end of a one-syllable word or a syllable, it stands for the glided /i/ sound. Write *fly* and *hydro* on the board as examples. If it is in the middle of a one-syllable word or a syllable, and is followed by one or more consonants, it stands for the unglided /i/ sound. Demonstrate with *gym* and *syllable*. Recall, too, that if *y* comes at the end of a word with more than one syllable, it stands for the glided /ē/ sound, as in *baby*.

Write the following sentences on the board.

1. A myth is a story from long ago.
2. Miss Latimer had a good system of listing things in her museum.
3. Where the fish came from was a mystery.
4. That is a beautiful crystal dish.
5. A runny nose can be a symptom of a cold.
6. We feel sympathy for people who are in trouble.

Ask the pupils to read each sentence to themselves, try to figure out what the underlined word is and how it should be pronounced, and hold up their hands when they have done so. When all or most of the hands are up, ask one of the pupils to read the sentence aloud. Note any pupils who do not respond, and make time after the exercise is completed to guide them step by step in decoding the words.

Recognizing and identifying the correspondence /ē/ei

Write this sentence on the board.

I believe Dad received your letter.

Read the sentence and ask the pupils what the underlined words have in common. When the pupils have responded that they both have the same glided vowel sound, call upon a volunteer to circle the letters that stand for this sound. Help the pupils to realize that this sound can be represented by both the letters *ei* and *ie*. Then write the following word groups on the chalkboard. Have each word read aloud and used in a sentence. Give help with word meaning wherever necessary.

ei		ie	
receive	conceited	thieves	chief
ceiling	deceive	field	prairie
either	neither	diesel	piece
receipt	seize		

Invite the pupils to suggest other vowel letters that can stand for this sound. If desirable, new columns of words can be added to illustrate the variety of letter combinations that represent the same sound. These additional lists might start with the following.

e	ee	y	ea
me	see	baby	beach
become	green	city	season
delight	street	candy	team

Structural Analysis

Recognizing
and identifying
suffixes ous,
able

Write *dangerous* on the board. Have the word pronounced and the root word and suffix identified. Recall with the pupils that *ous* is a suffix that changes the root word into a describing word, or adjective.

Write the following words on the board.

valuable	comfortable	lovable
washable	enjoyable	excitable

Have the root word and suffix identified in each word and recall with the pupils that *able* is a suffix that changes the root word into a describing word, or adjective. Call attention to the spelling change when *able* is added to *value*, *love*, and *excite*. Elicit from the pupils that when *able* is added to a word ending in *e*, the *e* is dropped.

Recognizing and
identifying the
suffix ible

Explain that the suffix *able* is sometimes spelled *ible*. Write *terrible* and *sensible* on the board. Have each word pronounced and used in a sentence. Tell the pupils that the root words are *terror* and *sense* and point out the spelling change that takes place when *ible* is added. Note, too, that *ible* is sometimes added to root words that are not words in our language, as in *possible*.

Duplicate the following exercise and distribute copies to the pupils.

Draw a line under the suffix in each word.

chewable	delicious	terrible
possible	suitable	tremendous
nervous	reasonable	likable

Now, choose the word that will complete each sentence. Write it on the line in the sentence.

1. There was a _____ storm last night.
2. Are those pills _____?
3. The lion's roar made the monkeys _____.
4. Please come as soon as _____.
5. That seems like a _____ plan.
6. Mom made a _____ pudding for dessert.

Recognizing
and identifying
prefixes

If preferred, the above exercise may be written on the board and the responses given orally. Write the following sentences on the chalkboard.

1. Miss Latimer was uncertain how to preserve the unusual fish.
2. They would be disappointed if they discovered that the fish was an ordinary one.
3. They unloaded the fish and prepared to display it.
4. Enoch reminded Miss Latimer of her unlikely dream.
5. She removed the label and replaced it with one saying "Coelacanth."

Have each sentence read. Call on pupils to underline every word with a prefix, identify the prefix, and draw a ring around it.

Syllabication

Dividing into
syllables words
with adjacent
pronounced
vowels

Say the following words: *quiet*, *radio*, *realize*, *museum*, *scientist*, *giant*, *idea*. Ask the pupils to tell the number of vowel sounds they hear as each word is pronounced. Write the words on the board and ask the pupils to pronounce them.

Call attention to the position of the vowels in each word. Ask pupils to say each word again, name the vowels heard, and tell where they think the syllables should be separated.

Help the children to generalize, as follows: "In each of these words there are two vowels side by side, but they do not stand for only one sound. How many sounds do the two vowels stand

for? If there are two vowels together, and each stands for its own sound, they cannot be in the same syllable, can they? Where, then, would you divide the syllables?"

Help the pupils to formulate the generalization that when two vowels standing for different sounds come together in a word, the syllables are usually divided between the vowels.

For additional practice, make word cards for the following words:

pioneer
suet
theater

chariot
lion
believe

oozing
beneath
soapstone

Mix the cards up, then place them in a pile face down on a desk or table. Let pupils take turns drawing a card and looking at, but not saying, the word on it. If the word has two vowels together, each standing for a separate sound, the pupil stands to the teacher's left. If the word has two vowels together standing for just one sound, the pupil stands on the teacher's right.

When all the cards have been drawn, let each pupil in turn pronounce the word on his or her card, identify the two vowels, and pronounce the word again as the others listen to check that the pupil is standing in the correct line.

Spelling

Write these sentences on the board.

They had to use the fish wagon to carry the fish.
It was the first time they ever saw a coelacanth.

Have the sentences read. Call attention to the underlined words and discuss their spelling, noting the glided /ū/ represented by *u-e* and the *s* standing for the /z/ sound in *use*; the *ir* standing for the /èr/ sound in *first*. Let volunteers use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Write these words on the board and have them pronounced: *covered, paid, heated, claimed*.

Dictate the following words for the pupils to try to write on their worksheets. The words should be presented in simple sentences, and then entered in the list of useful words in the spelling notebooks.

discovered, uncovered, recovered
prepaid, repaid, unpaid
unheated, reheated, preheated
disclaimed, reclaimed, unclaimed

Write *possible, several, and canvas* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the double *s* and suffix *ible* in *possible*; the second *e* in *several*, which is so lightly pronounced that it can scarcely be heard; the *a* in the unaccented syllable of *canvas*. Ask the pupils to write each word five times on their worksheets, checking each time to be sure the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these:

She came as quickly as possible. possible
There were several fish lying on the dock. several
They laid the fish on a piece of canvas. canvas

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

Read each sentence to the pupils. Then dictate it slowly and clearly as the pupils try to write it on their worksheets.

They were excited about the funny fish.
The fish was still alive when they discovered it.
They found a suitable place to display the fish.

Spelling
useful words:
use, first,
words with
prefixes

Spelling
words:
possible
several,
canvas

Spelling
words in
dictated
sentences

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — abbreviations

— use of commas in series

— verbs, nouns, adverbs, and adjectives

Expanding sentence fragments into complete sentences

Using, recognizing, and identifying present tenses *has* and *have*

Using, recognizing, and identifying subjects and predicates, nouns, verbs, adverbs, adjectives

Producing, recognizing, and identifying alphabetic sequence

Using guide words in a dictionary

Materials Needed

The readers

Lined papers and/or pupil notebooks

Dictionaries

Sentence Awareness

Recognizing and
identifying
abbreviations

Ask the children to turn to page 58 in their readers to find an abbreviation and name in the text. When the children have located the name *Dr. Smith*, print it on the chalkboard. Recall with the pupils that *Dr.* is a short way of writing the longer word, it begins with a capital letter because it is a name and it always ends with a period.

Have the pupils suggest some other abbreviations and names that they know well, such as the names of people, the names of streets, the names of provinces, and so on. Write these names on the chalkboard under the first two names.

Recognizing and
identifying use of
commas in series

Have the pupils turn to page 62 and read the first paragraph. Direct attention to the commas in this sentence and ask one or more pupils to read the sentence aloud as the punctuation indicates. Briefly discuss the reason for the use of commas in this particular sentence.

Recognizing and
identifying verbs,
nouns, adverbs, and
adjectives

Have the children turn to page 56 and read the second paragraph. "What word(s) in this sentence tells what something did?" Elicit that the word *flew* or the words *flew open* are "doing words." What word tells *what* flew open? Elicit that the word *door* is a "name word."

"What word tells what someone did? What word tells *who* stood?" Elicit that the word *stood* is a "doing word" and the words *Miss Latimer* are "name words."

"Read the last sentence in paragraph three on this page. What is the 'name word' in this sentence? Is this 'name word' a person or a thing?" (You will probably have to tell the children that the word *climb* is a "name word.") "What words describe Enoch's climb?"

Draw the children's attention to the fourth paragraph. "What is the 'doing word' in the second sentence in this paragraph? What word tells what someone must do? What word tells *who* must come? What word does the word *You* stand for? What word tells *how* Miss Latimer must come? What word in the next sentence tells *how* Enoch spoke to Miss Latimer?"

Sentence Building

Write the following groups of words on the chalkboard:

1. the giant fish
2. on the hill
3. catch his breath
4. Miss Latimer and Enoch
5. the museum-by-the-sea
6. in the wagon
7. Dr. Smith
8. smiled happily

Expanding sentence
fragments into
complete sentences

Refer to the first incomplete sentence on the chalkboard. Ask a child to read the words and have the group tell whether or not they form a complete sentence.

"Do these words tell what someone or something did, or do they tell who or what did something? Is this sentence part a 'doing part' or a 'name part'? What part is missing?"

"What 'doing words' can you put with the words on the board to make a finished sentence?"

Write the sentence the pupils suggest on the chalkboard and underline the words *the giant fish*. Have a pupil read the resulting sentence with a finished inflection and establish that it is a finished sentence. Encourage the children to explain why the group of words is now a finished sentence.

Have the children suggest other ways they might use the words *the giant fish* in sentences. They might suggest sentence such as,

The giant fish lay on the wharf.

Captain Goosen caught *the giant fish* in his net.

Continue in a similar manner with the rest of the groups of words. Have the children complete the last three or four sentences on their lined papers. In sentences two and six the pupils will be adding both "doing" and "name parts."

Write the following pairs of sentences on the chalkboard and have the children read them.

The girl has a new red sweater.

The bird has a nest in the maple tree.

The girls have new red sweaters.

The birds have nests in the maple tree.

"What is the 'doing word' in the first sentence? What word tells *who* has something? Does this 'naming word' tell about one person or thing or about more than one person or thing?"

Discuss the rest of the sentences in a similar manner.

Establish with the children that when the "naming part" of the sentence is one person or thing, *has* is used as the "doing word" and when the "naming part" of the sentence is more than one person or thing, *have* is used as the "doing word."

Refer the children to these sentences on the chalkboard. For each sentence, have the pupils identify the first "naming word," tell whether it is one or more than one person or thing, and then put *has* or *have* in the blank accordingly. Have the completed sentences read aloud.

1. Captain Goosen ____ a fishing boat. has have
2. The villagers often ____ fish for supper. has have
3. These fish ____ beautiful stripes. has have
4. Enoch ____ a wagon. has have
5. The strange fish ____ a huge mouth and vicious-looking teeth. has have
6. Many museums ____ fish in their displays now. has have
7. Miss Latimer ____ a little museum at the top of a hill. has have

Refer the children to the following sentences on the chalkboard. Ask them to read the sentences and then to identify each "doing part," the word that tells *how* something was done, the "name part," and the words that tell more about the "name word."

The little fish swam quickly.

The happy boy smiled cheerfully.

The school bell rang loudly.

The rich Czar growled angrily.

Write the following words on the chalkboard:

1. whistled
2. dragon
3. yellow
4. eagerly
5. skipped
6. terrible
7. tortoise

Using, recognizing,
and identifying
present tenses
has, have

Using,
recognizing, and
identifying
subjects and
predicates, nouns,
verbs, adverbs,
adjectives

Refer to the first word on the chalkboard. Ask a child to read the word and tell whether it is a “name,” a “doing” word, a “describing” word, or word that tells *how*. Elicit that it is a “doing” word.

“Who or what might have whistled? Add a ‘name’ word to *whistled*.” Record the suggestion on the board as it is given; for example, *The wind whistled*.

“Now add a word that describes what the wind was like.” Record the expanded sentence again; for example, *The angry wind whistled*.

“Add a word that tells *how* the wind whistled.” Record the completed sentence on the chalkboard; for example, *The angry wind whistled loudly*. Build sentences with the other words in a similar manner.

Dictionary Skills

Write the two lists of words below on the chalkboard. Have the children establish the correct alphabetic sequence of the words in each group and explain how they went about it. Elicit that in the first group of words they referred to the *first letter* in each word to establish alphabetic sequence and in the second group of words they used the *second letter* in each word.

fly ticket laundry crash zoo
problem put past power planned

Refer the children to the following lists of words:

1. pumpkin hide hero
2. across fly anything
3. grind get bean
4. bird wool wife

Discuss with the children how to alphabetize the words in these lists. Elicit that they will use a combination of the two methods employed earlier.

Have the children establish the alphabetic sequence of each list.

Have the children open their dictionaries. Recall with them that the words at the top of each page are called *guide words*. “Where do you find these words on the main part of the page?”

Refer to several entry words on the page and have the children locate them.

Have the children turn to another page in the dictionary and read the guide words. “How do the guide words help you find other words quickly on this page?”

Give the children several words and have them use the guide words to determine whether they think these words will be found on this page. For example, if the guide words are *however* and *humble*, give them words such as *huge*, *happy*, *earth*, *soup*, *huddle*, *ill*. Have the children check their answers by looking at the entry words on the page.

WRITING

Objectives

Learning to write the letter Z

Learning to write words containing hyphens and apostrophes

Discussing letters asking for information; developing letter cooperatively

Discussing news articles, 5W questions; developing cooperative news story

Proofreading stories

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebooks

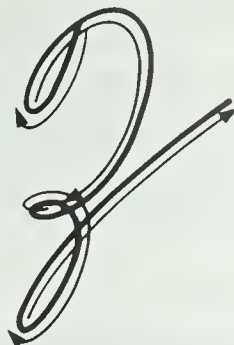
Lined paper and/or notebooks for Personal Writing, chart paper

Newspaper articles

Personal Journals

Handwriting

Teach the pupils how to write the upper-case form of the letter Z, following the suggested procedure.



When the pupils have shown that they can write the letter correctly, have them practice the following words and sentences.

Zuz

Zoe

Ziggy

Zoom went the plane

Ken lives in New Zealand

Learning to write
words containing
hyphens and
apostrophes

Have the children practice writing words containing apostrophes and hyphens, such as the following:

Column 1

Column 2

ism's

ice-cream cone

Zoe's

museum-by-the-sea

good-by

Directed Writing

Refer to the letters the children wrote in the last lesson. Discuss with the group that people write many letters to their relatives and friends; they also write to companies or people from time to time asking for information about something.

Recall the reader selection and ask the children what they think Miss Latimer and Enoch said in the letter they wrote to Dr. Smith. Develop a cooperative letter on the chalkboard or on chart paper. The letter might be somewhat as follows:

Discussing
letters asking
for information

Developing letter
cooperatively

Dear Dr. Smith,

Enoch has made some drawings of an unusual fish, but we are not sure what the fish is called. Would you please look at the drawings and tell us the name of the fish? We think it might be a very old fish.

Sincerely,
Ilse Latimer
Enoch Cobb

*Discussing news
articles,
5W questions;
developing
cooperative
news story*

Have available several short newspaper articles for the pupils to read and discuss. Ask the children what five questions news articles should answer, and write the questions on the chalkboard.

Who is in the news story?
What happened?
Where did it happen?
When did it happen?
Why did it happen?

Have the pupils find the answers to the questions in some of the news articles discussed.

Develop a cooperative news story about the finding of the coelacanth. As you write the story on the board or on chart paper, elicit that all the sentences in a paragraph should tell about the same thing; different information about the topic or a new idea should be written in a new paragraph. Then have the children decide on a suitable headline for the story. The news story might begin somewhat as follows:

Ancient Fish Found in Hilltop

Some fishermen discovered a strange big fish with their catch today. Captain Goosen immediately called for Miss Ilse Latimer of the Hilltop Museum when he saw what was underneath a net full of fish ...

*Proofreading
stories*

With the group, recall the importance of reading over the stories the children have written to find errors and omissions. Encourage the pupils to suggest the reasons why they should reread their compositions. Develop a chart such as the following, or write the questions on the chalkboard.

Proofreading

1. Does my story (or letter) make sense when I read it?
2. Are my words and sentences interesting? Should I add anything to the story? Should I take anything out?
3. Are all the sentences finished?
4. Are all the words spelled correctly?
5. Did I remember to put in the correct punctuation marks?

Direct the children to select two or three stories or letters they have written recently, read them over carefully orally and silently, make corrections under your guidance, and then rewrite the compositions if necessary.

Creative Writing

Personal Writing

Have the children write their own news stories about finds such as the following:

dinosaur bones
a giant-sized robin
a fish that is part dolphin and part turtle
a jewelery box belonging to a famous historical person
an object that looks like a baseball bat found in a tomb hundreds of years old
a sasquatch

Remind the children to make sure that their news articles answer the 5W questions and to compose headlines for them. They may wish to draw “newsphotos” to go with the stories.

Suggest that the children write another letter to Dr. Smith from Enoch and Miss Latimer, this time telling him the real reason why they sent him the drawings and telling the whole story about the discovery of the coelacanth.

Have the children write their own letters asking for information such as the following:

- what animals can be seen at the local zoo
- how to make arrangements for the class to tour a nearby museum
- how to make arrangements to charter a bus for a trip to a zoo or museum
- details about a children’s film or play being presented locally.

Some children might like to imagine that they discovered a living fish, animal, or bird that people thought was extinct, and write a story about their adventures with their amazing discovery. Have them tell where they found the creature, what it looked like, what it did, what other people they told about it, and what happened as a result.

The pupils may enjoy writing stories about people from the past who come to visit them or their town.

Provide additional writing time for those children who wish to make entries in their Personal Journals.

Personal Journal



INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Decoding Skills:
Structural Analysis

Recognizing and identifying the suffixes *ous*, *able*
Recognizing and identifying spelling words

Fishy Finds

Objective

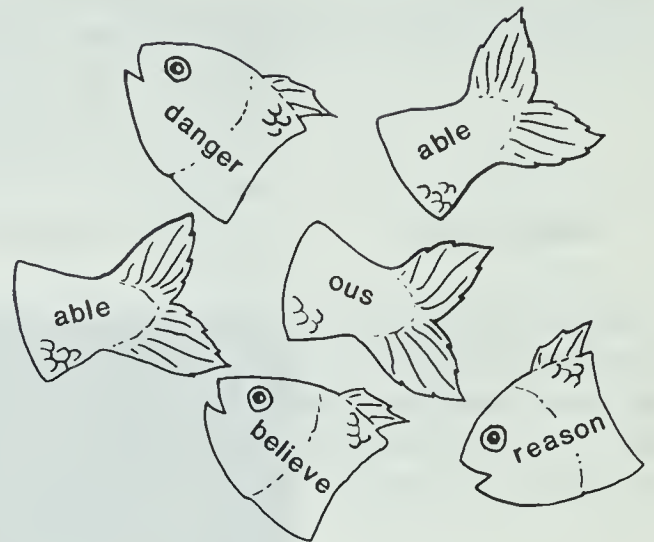
Recognizing and identifying the suffixes *ous*, *able*

Number of Players

One to Five

Materials Needed

A set of fish-shaped word cards, each cut into two sections; each section contains a word part such as *danger*, *ous*, *unlike*, *able*, *believe*, *able*, *enjoy*, *able*, *thunder*, *ous*, *mountain*, *ous*



Procedure

One of the players spreads all the word cards face down at random. The players take turns choosing two word cards and try to form a word with the cards chosen. The player keeps any word cards that form a word and discards those that do not. The player with the most words formed at the end of the game is the winner. As an alternative, the game can also be played with the card parts facing up.

The Octogirphant

Objective

Decoding Skills:
Spelling

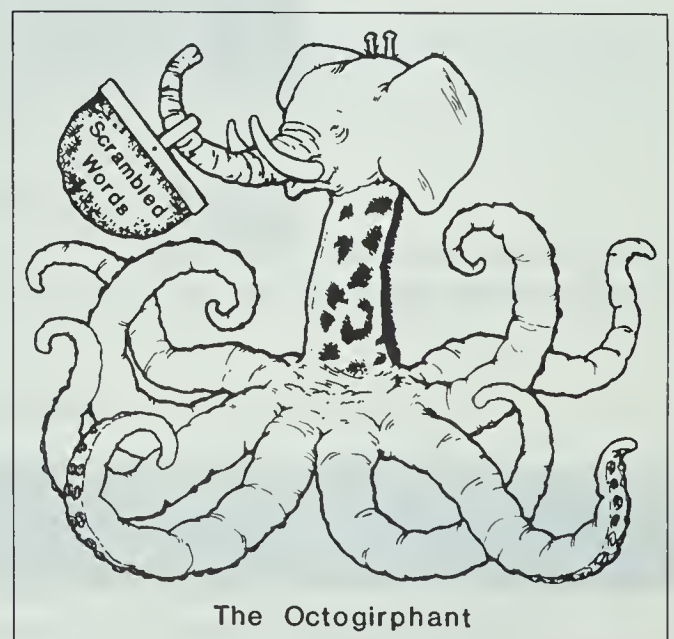
Recognizing and identifying spelling words

Number of Players

One

Materials Needed

One "The Octogirphant" board (laminated)
A set of cards containing spelling words whose letters are scrambled. Cards could include such spelling words as *door*, *floor*, *asleep*, *daughter*, *obey*, *army*, *please*, *whose*, *taught*, *possible*, *several*, *canvas*



Procedure

The player picks eight scrambled word cards and prints the correct spelling for each word on a leg of the octogirphant.

Objectives

- Speculating
- Listening to the poem
- Recalling details
- Distinguishing between real and make-believe
- Reading interpretively
- Enjoying another poem
- Finding other poems on same theme
- Drawing pictures of fish
- Writing poems and stories
- Visiting an aquarium
- Caring for fish

Responding to Poetry

Tell the children that you are going to read them a poem called "The Fish With The Deep Sea Smile." Write the title on the chalkboard and let the children speculate on the poem. "What kind of fish might the poem be about? What might this fish be like? Do you think that this might be a serious or a funny poem? Why?"

"Listen as I read the poem to see what it tells you about the fish with the deep sea smile." Read the poem while the children listen with their books closed.

"What happens in the poem? What did you find out about the fish with the deep sea smile?"

Have the children turn to the poem in the text and follow along as you read it again.

"What other fish does the poem tell about? Find the picture of each of these fish in the illustration. Do you think that these fish are real or make-believe? Why?"

"Does the poet tell you why the fishermen wanted to catch the fish with the deep sea smile? Why do you think they might have wanted to catch him? Were you glad when he got away at the end of the poem? Why?"

Give the children time to prepare an interpretation of different verses. Recall with them that they can use their tone of voice, facial expression, and perhaps mime to accomplish this.

Let the children express their opinions about the poem freely and tell what made it enjoyable.

Have the children look through poetry books to find other poems about fish and fishing. You could read the poems to the children or they may prepare the poems to read aloud to the class themselves.

Let the children draw pictures of the various fish mentioned in the poem.

Some of the children might compose poems about real fish, an imaginary fish, or a fish answering a description in the poem in the reader. Remind them that it doesn't necessarily have to rhyme.

If there is an aquarium nearby, take the children to visit it. Even a visit to a pet shop with a well-stocked fish section would be an interesting experience for the children.

You may consider obtaining a fish bowl or tank for the classroom. The children could take turns feeding the fish and cleaning the tank.

COMPREHENSION

Using the table of contents
Using a map
Speculating; formulating questions
Observing picture details
Drawing inferences; inferring feelings
Identifying main characters; valuing their actions
Recalling details; verifying answers
Predicting
Valuing story ending
Reading interpretively
Drawing conclusions
Describing characters
Valuing story title; making up a title
Recognizing and identifying sequence
Reviewing fiction catalogue cards

INTEGRATIVE OPTIONS

Music—listening to story songs
Drama—acting out an interview
Visual Arts—illustrating the story through pictures
Field Trip—visiting a marine museum
Books—reading independently
Films—developing visual and auditory senses

DECODING SKILLS

Recognizing and identifying new words
Recognizing and identifying phoneme-grapheme correspondences /r/wr, /n/kn
Recognizing and identifying plural forms
Dividing into syllables and decoding words with adjacent pronounced vowels
Noting single-vowel syllables
Observing the spelling of useful words; of spelling words
Spelling words in dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying—use of commas in series—use of italics—similes—uses of capitalization
Producing similes to complete sentences
Using, recognizing, and identifying irregular past tenses *saw, brought, were, did, fought, gave, swam, began, fed, told, bit, lit*
Using, recognizing, and identifying capitalization
Producing, recognizing, and identifying variation in sentence patterns
Using, recognizing, and identifying adjectives
Punctuating sentences: quotation marks, question marks, periods, commas, apostrophes, and exclamation points
Producing, recognizing, and identifying alphabetic sequence

WRITING

Learning to write the letters *I* and *J*
Using adjectives; writing descriptive phrases
Writing descriptive paragraphs
Recognizing and writing good story endings
Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters/Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying the phoneme-grapheme correspondences /k/k, /n/kn or /w/w, /r/wr
Recognizing and identifying plural forms *s, es*

Literary Appreciation**

Relating picture to story
Identifying main characters
Valuing the story
Drawing inferences about story characters

Listening**

Listening attentively in discussions
Listening to identify phoneme-grapheme correspondences /r/wr, /n/kn
Listening to divide into syllables words with pronounced adjacent vowels
Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Using a map
Speculating; formulating questions
Observing picture details
Drawing inferences; inferring feelings
Identifying main characters; valuing their actions
Recalling details; verifying answers
Predicting
Valuing story ending
Reading interpretively
Drawing conclusions
Describing characters
Valuing story title; making up a title
Recognizing and identifying sequence
Reviewing fiction catalogue cards

Developing Pupil Inquiry

Using the table of
contents

Have the children turn to the table of contents and find the title of the story. Ask a volunteer from the group to read the title aloud.

Using a map
Speculating

Have the pupils recall the location of Newfoundland and find it on a map. "What do you think this story might be about? What might the *Dispatch* be?"

Formulating
questions

Ask the children what questions they would like to have answered as they read this story. When the questions have been posed, write them on the chalkboard or on newsprint.

Ask the pupils on what page the story begins and ask them to turn to page 71 to see what they can find out about it.

Observing
picture
details; drawing
inferences
Formulating
questions

"What is the boy in the picture looking at? What do you think he might be saying to the girl? Does this story take place in modern times or in the past? How do you know? What else does this picture tell you about the story?"

Encourage the children to suggest further questions for the story. If necessary, model a question for them. Questions might be as follows:

How did the *Dispatch* get wrecked?

Are there any people on the *Dispatch*?

What are the boy and girl going to do about the wreck?

"Now let's read the story to see whether you can find the answers to your questions."

Developing Pupil Response

Reading
Identifying main
characters;
valuing their
actions
Using a map

Have the pupils read silently to the end of page 73. When the children finish reading, ask, "What has happened so far in the story? Who are the main characters? What do you think of their actions? Where does the story take place? Find Isle aux Morts on the map of Newfoundland."

Recalling details;
verifying answers

Refer to the question box to see if any of the questions the children posed earlier can be answered at this point in the story. If so, have the pupils tell the answers in their own words and verify each answer by reading aloud the pertinent lines of text.

Predicting

"What do you think will happen next in the story? How might the Harveys go about rescuing all the people on the rock? What problems might they have?"

Observing and
discussing picture
details
Valuing
Story ending

Have the children look at the illustrations in the rest of the story to see what they can learn. Let them discuss the happenings in the pictures and their ideas about the rescue.

When the children finish reading to the end of the story, encourage reaction to the story and the story ending. "Did you like the way the story ended? Why?"

Verifying answers
Reading
interpretively

Have the children answer and verify the questions remaining in the question box.
Have the children prepare an oral reading of the story, taking the roles of John, Annie, Mr. Harvey, the people on the rock, and the narrator. Remind the pupils to put themselves in the places of the characters and express with their voices the feelings these people had during the various events in the story. Allow time for the presentation and evaluation of their readings.

Synthesizing

Recalling details

Recalling details
Drawing conclusions

Describing characters;
valuing; recalling
details
Inferring feelings

Valuing;
making up title

Speculating

1. "Every member of the Harvey family played a part in helping the survivors of the shipwreck, even Boy, their dog. What did each one do?"
2. "What was Annie's plan to get the people off the rock? Why was this lifeline necessary?"
3. "Do you think the Harvey family had ever before helped survivors from a shipwreck? Tell why you think as you do."
4. "What words would you use to describe the members of the Harvey family? What do you think about their actions in the story? What reward did they get for their heroism?"
5. "What feelings do you think the people on the *Dispatch* had when the ship hit the rock? How did they feel while they were waiting on the rock? What words would describe the feelings they had when they saw the Harveys in their little boat? How do you think they felt when they were safely on land again?"
6. "Is 'The Wreck of the Dispatch' a good title for this story? Why or why not? Make up another name for the story."
7. "If this story took place today, in what ways do you think the rescue would be different?"

Developing Comprehension, Research, and Listening Skills

Critical Thinking. Do the following exercise orally or write the given statements on the chalkboard. Have the children consider each statement in turn and then tell whether they agree or disagree with it. Ask the pupils to give reasons for their answers, using information from the story.

1. The coast of the Isle aux Morts was a dangerous spot for ships.
2. At first John, Annie, and Mr. Harvey were afraid to take their small boat into the wild sea.
3. Annie and John were the two eldest children in the family.
4. Boy was a well-trained, obedient dog.
5. The people on the rock didn't think that the Harveys could help them.
6. The ship hit the rock because it had too many people on it.
7. The Harveys were a kind, brave family.

Literal Comprehension. Write the following sentences on the chalkboard. Have the children write on sheets of paper the story event that took place between each pair of events.

1. The *Dispatch* got lost in the fog.

The frightened people climbed off the ship onto the rock.
2. John and Annie saw the shipwreck.

John, Annie, and Mr. Harvey found the people clinging to the rock.
3. Mr. Harvey told Boy to swim to the rock.

Boy swam back to the boat with the rope.
4. Mr. Harvey tied the rope to a tree on shore.

By Tuesday morning the survivors were off the rock and safe.

Literal Comprehension. Write the following exercise on the chalkboard or duplicate copies of it to distribute to the children. Have the children read each question and record the answer. When they have finished, they are to check their answers in the text and record the page on which the answer to each question is found.

Recalling story
details

1. Who first saw the shipwreck?
2. What was the weather like that day?
3. What does *Isle aux Morts* mean?
4. Where did the Harveys find the survivors?
5. How was the rope used in the rescue?
6. How many people did the Harveys save?
7. What reward did the Harveys get?

Reviewing fiction
catalogue cards

Library Skills. Make large-size replicas of title, author, and subject cards for a fiction book or draw these cards on the chalkboard. Have the children recall the name of each card and identify the information presented on it. "How does this card help you find the book on the library shelf?"

Discuss with the children how the card catalogue is set up and how they can use drawer labels to help them find particular cards quickly.

Then give the children a list of authors, subjects, and titles. They are to find these cards in the card catalogue and locate the books on the shelves.

INTEGRATIVE OPTIONS

Music

Listening to Story Songs. Obtain a recording that features story songs originating in Newfoundland or the Maritimes about adventures at sea. Play a number of these songs for the group. After the children listen to each song, have them discuss the story it tells and why this particular story might have been made into a song.

Some records which include such songs are, *Folk Songs of Newfoundland* by Alan Mills, Folkways 8744; *Songs of the Maritimes* by Alan Mills, Folkways; *Canada's Story in Song* Folkways 3000.

Some of the children may wish to set the story of "The Wreck of the Dispatch" to a familiar tune.

Drama

Acting Out an Interview. Have the children take the roles of characters in the story and news reporters and act out interview scenes.

You may wish to have the children work in pairs (one reporter and one story character) or in groups (one reporter and several story characters). If more than one story character is interviewed, the group will have to decide which character should be questioned about each aspect of the story. The reporter and the story character interviewed should discuss the questions that will be asked and their answers. The interview scenes should be rehearsed several times before they are presented to an audience.

The children could choose to present the interview as it would appear in TV with props such as microphones and costumes. They may also record the interview on tape as if it were meant for the radio.

Miming Newspaper Headlines. Have the children find headlines in the newspaper that would lend themselves to interpretation through mime. The children could work as individuals, in pairs, or in groups on this activity.

When the children have worked out their routines, have all the headlines posted on a chart. After each mime routine has been presented, the audience is to pick out the headline that was being acted out.

Visual Arts

Illustrating the Story Through Pictures. Have the children paint pictures depicting scenes from the story. If the children wish to show the *Dispatch* in their pictures, encourage them to find pictures of sailing ships of the time for reference.

Field Trip

Visiting a Marine Museum. If there is a marine museum nearby, take the children to visit it. After the visit let the children discuss what they learned about ships and life at sea in the past. Pictures and stories about the visit could be done by the group.

Book Center

Berenstein, Michael. *The Ship Book*. David McKay.

A pictorial historical tour of sailing ships.

Campbell, Hope. *Mystery at Fire Island*. Four Winds.

A girl and her brother become involved in a smuggling mystery concerning a secret ship.

Francis, Dorothy Brenner. *Run of the Sea Witch*. Abingdon.

A young boy goes on a shrimping voyage with his father in the Gulf of Mexico.

Film Center

Adventure in Newfoundland. 16 mins. National Film Board.

The Children of Fogo Island. 17¹/₂ mins. National Film Board.

The Stowaway. 14¹/₂ mins. National Film Board.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context

Recognizing and identifying the phoneme-grapheme correspondences /r/**wr**, /n/**kn**

Recognizing and identifying plural forms

Dividing into syllables and decoding words with adjacent pronounced vowels

Noting single-vowel syllables

Observing the spelling of useful words

Observing the spelling of the spelling words

Spelling words in dictated sentences

Materials Needed

Word cards for the exercise on /r/**wr** and /n/**kn**

Duplicated worksheets for the exercise on plural forms (optional)

Lined worksheets for the spelling activities

Spelling notebooks

Word Meaning

New Words: *Dispatch, gathering, shrill, loping, survivors, bursting, island, Isle aux Morts, currents, kegs, ahoy, patiently, lifeline, bow, huddled, nursed, crew, Quebec, governor, praising, bravery*

Decodable Words: *muttering, medal*

Enrichment Words: *foolhardy, angels, Lord's mercy, terrified, injured, immigrants, bound, Ireland, heroism*

Write the following sentences on the board.

1. The dog heard Annie's _____ whistle above the noise of the waves. (shrill)
2. The Harveys lived on an _____ off the coast. (island)
3. The shipwrecked people shouted " _____ " to the passing ship. (Ahoy)
4. The dog didn't fuss. He sat and waited _____ for them. (patiently)
5. The frightened people _____ together on a rock. (huddled)
6. Mrs. Harvey _____ the sick people back to health. (nursed)
7. Everybody _____ the Harveys for their brave deed. (praised)

Have each sentence read aloud. Let the pupils discuss the sentence and suggest words that might fit in the blank. As each suggestion is made, write the word on the board. If the word from the story (given in parentheses) is mentioned, write it on the line in the sentence. If not, wait until all the suggestions are given, then tell the pupils the word used in the story and write it in the blank. Let the pupils discuss the similarities and differences in meaning of the words they suggested and the word actually used.

Recognizing
and identifying
new words,
using context

Write these sentences on the board.

1. As she ran, she gathered her long skirt up out of the way.
2. The dog loped along, running with long, easy steps.
3. There were 164 survivors. The other people drowned.
4. The door was flung open and John came bursting in.
5. Strong currents in the ocean swept the swimmers out to sea.
6. Some kegs and larger barrels were floating on the sea.
7. The rope formed a lifeline from the rock to the shore.
8. He could see better from the bow of the boat than from farther back.
9. The crew of nine men must have had to work hard to do all the work on the ship.
10. The Harveys were praised for their bravery in risking their lives to rescue the shipwrecked people.

Have each sentence read aloud. Call attention to the underlined word in each one, and let the pupils try to arrive at its meaning, using context to provide clues.

Phonemic Analysis

Recognizing and
identifying
correspondences
/r/wr, /n/kn

Write these sentences on the board.

Is that the right way or the wrong way to do it?
I know nothing about it.

Have the sentences read and ask what is alike about the underlined words. Have the initial sound identified and the letters that stand for the initial sound in each word circled. Make word cards for the words below. There should be four cards for each word.

wreck	rock	knit	kettle
written	wonder	knelt	knock
wrestle	wrinkle	knight	noodles
rescue	winter	kitchen	neck

Let the children play the following game, the object of which is to collect sets of four cards with the same word.

Have the dealer give four cards to each player and put the extra cards in a pack in the center of the playing area. Turn the top card over and place it beside the pack. In turn have children read and take either the turned-up card or the top card in the pack. Then have the pupil read one of the cards in his or her hand and discard it face up next to the pack. When a player has a set of four cards with the same word, he or she must read the word and the set may then be removed from the player's hand. The player may then pick up four cards to replace those put aside. The child with the most sets of cards at the end of the game is the winner.

Structural Analysis

Recognizing
and identifying
plural forms

To review the adding of plural endings to words, duplicate the following exercise and distribute copies to the pupils.

Read each sentence and the word after it. Add s or es to the word and write it on the line in the sentence.

1. There were many ____ clinging to the rock. survivor
2. Even the ____ were swept by the huge waves. jetty
3. There were many ____ near the island. wreck
4. The Harveys saved the ____ of many people. life
5. A lot of things from the wreck were washed up on the ____ . beach
6. The survivors' ____ were feeble but hopeful. voice
7. Strong ocean ____ carried the boat towards the rock. current
8. Were there enough ____ to go round? dish
9. The ____ in the cupboard were almost bare. shelf
10. Everything was at ____ and sevens. six
11. The high wind blew the ____ off the trees. leaf
12. Newfoundland has many brave ____ . family

Syllabication

Dividing
into syllables
and decoding
words with
adjacent
pronounced
vowels

Write *quiet* on the board and have it pronounced. Elicit from the pupils the fact that the word should be divided into syllables between the *i* and the *e*. Have the pupils recall that when two vowels come together in a word and they each stand for a separate sound, the word should be divided into syllables between the vowels.

Place the following sentences on the board.

1. There was a riot in the candy factory.
2. John bought a new record for his stereo.
3. Will you dial Jane's number for me, please?
4. Mom is going on a diet to lose ten pounds.

Have the pupils read each sentence to themselves. Ask them to try to figure out what the underlined word is and how it should be pronounced. Remind them that it helps to divide the word into syllables, consider each syllable separately, then put the word back together again. When the pupils have indicated by raising their hands that they have decoded the word each time, call upon a pupil to read the sentence aloud and tell where the underlined word should be divided into syllables.

Noting
single-vowel
syllables

Write *open* on the board and have it pronounced. Ask the pupils to tell where they think the word should be divided into syllables. Explain that when a vowel at the beginning of a word stands for the glided sound, that vowel usually forms a syllable by itself, and the word is divided after the vowel. Write *o/pen* on the board to demonstrate. Write *idea*, *apron*, *even*, *obey*, and *uniform* on the board as further examples. Have them pronounced and divided into syllables.

Explain that single-vowel syllables also occur in the middle and at the end of words, especially when two vowels standing for different sounds come together. Write *idea*, *radio*, *area*, *valuable*, *violin*, *chocolate*, and *hello* on the board. Have them pronounced and divided into syllables. Call attention to the single-vowel syllable in each word.

Spelling

Spelling
useful words:
off, are,
words with
initial kn, wr

Write these sentences on the board and have them read.

They got the people safely off the rock.
Some people are very brave.

Call attention to the underlined words. Discuss their spelling, noting the double *f* in *off*; the /är/ sound of *are*, even though it ends in *e*. Let volunteers use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Place on the board *write* and *know* and have them pronounced. Tell the pupils that you are going to dictate some words beginning like *write* and *know* for them to write on their worksheets. Dictate the following words. The words should be presented in simple sentences, and then entered in the list of useful words in the spelling notebooks.

writing, written, wrote
wreck, wren, wrong
knew, known, knock
knit, knight, kneel

Spelling words:
burst,
brought,
yesterday

Write *burst*, *brought*, and *yesterday* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the *ur* standing for the /ër/ sound in *burst*; the *ough* standing for the unglided /o/ sound in *brought*; the *er* in the unaccented syllable of *yesterday*. Stress the need for careful pronunciation of *yesterday*. Some people tend to say *yes'tid ā*.

Ask the pupils to write each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to the following.

John burst into the room. burst
They brought the shipwrecked people to shore. brought
The storm is worse today than it was yesterday. yesterday

Spelling
words in
dictated
sentences

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook. See that the children review their difficult words often.

Read each sentence to the pupils. Then dictate it slowly and clearly as the children try to write it on their worksheets.

They knew they could rescue the shipwrecked people.
The boy knelt in the bow of the boat.
The dog knows that he is to carry the rope.

LANGUAGE DEVELOPMENT

Objectives

- Recognizing and identifying — use of commas in series
 - use of italics
 - similes
 - uses of capitalization
- Producing similes to complete sentences
- Using, recognizing, and identifying irregular past tenses *saw, brought, were, did, fought, gave, swam, began, fed, told, bit, lit*
- Using, recognizing, and identifying capitalization
- Producing, recognizing, and identifying variation in sentence patterns
- Using, recognizing, and identifying adjectives
- Punctuating sentences: quotation marks, question marks, periods, commas, apostrophes, and exclamation points
- Producing, recognizing, and identifying alphabetic sequence

Materials Needed

- The readers
- Lined papers and/or pupil notebooks
- Colored chalks

Sentence Awareness

Have the pupils turn to page 72 and read the fifth paragraph. Direct attention to the commas in this sentence and ask one or more pupils to read the sentences aloud as the punctuation indicates. Briefly discuss the reason for the use of commas in this particular sentence. Have the children find the sentence in the second paragraph on page 73 that also illustrates the use of commas in a series.

“Which word in this same paragraph is printed differently from the other words in the paragraph?” Let the children discuss briefly why the name of the ship is printed this special way.

Have the pupils turn to page 72 in their readers and read the second paragraph.

“How did the writer describe Boy’s fur? How did his fur blow in the wind?”

“What other words could you use to tell about Boy’s fur?”

Have the pupils turn to page 73 and read the last two sentences in the second paragraph. “How did Annie describe the way the people on the rock looked? What other words could you use to describe the people on the rock?”

Have the pupils use the word *like* in their answers. Have the pupils suggest at least two or three different comparisons in each case.

Ask the pupils to turn to the story in their readers and have them locate capitalized words in the text. Elicit that capitalization occurs in the words that make up the title and subtitle of the story; at the beginning of each sentence; at the beginning of direct speech; at the beginning of place names, at the beginning of names of people and animals; and at the beginning of the name of the ship. Refer the children back to page 56 in the previous story to note the use of capitalization in *Captain Goosen*. Briefly discuss the reason for the capitalization of these words.

Recognizing and
identifying use of
commas in series

Recognizing and
identifying the
use of italics

Recognizing and
identifying
similes

Recognizing and
identifying uses of
capitalization

Sentence Building

*Producing similes
to complete
sentences*

Write the following sentences on the chalkboard and read them with the children. Have the pupils take turns composing similes to complete the sentences. Encourage them to suggest a variety of similes for each sentence.

1. The sea looked like _____.
2. The waves crashed on the beach like _____.
3. The icy water felt like _____.
4. Boy moved through the water like _____.
5. The sharp pointed rock was like _____.
6. The frightened boy's heart beat like _____.
7. The yellow sun looked like _____.
8. The tattered sails looked like _____.

*Using,
recognizing, and
identifying
irregular
past tenses saw,
fought, were, did,
brought, gave, swam,
began, fed, told,
bit, and lit*

Write the following paragraphs on the chalkboard and have the pupils read them silently and aloud. Direct the children to name the word that correctly completes each sentence. Then write the word in the blank space, or let a child do so, and have the sentence read again. Erase the words in parentheses and have the completed paragraphs read aloud. You may wish to complete most of the paragraphs on the chalkboard, have the children copy them, and direct them to complete the remainder on their papers.

John _____ a shipwreck by the rocks (see, saw). People _____ clinging to a big rock (was, were). John _____ his father about it (tell, told). The Harveys _____ their best to help the people (done, did).

The Harveys' dog, Boy, _____ to the rock (swam, swim). He _____ his way through the waves to the wreck (fight, fought). A man _____ Boy a rope (give, gave). Boy _____ the rope back to Mr. Harvey (bring, brought). Then the rescue _____ (began, begin).

At home, Mrs. Harvey _____ the hungry people (feed, fed). A little girl _____ into a sandwich (bite, bit). A big smile _____ up her face (light, lit). Later the mailman _____ the Harveys a special letter from the governor. (brought, bring).

*Using,
recognizing, and
identifying
capitalization*

Write the following sentences on the chalkboard and have the children read them silently and aloud. Direct the pupils to copy the sentences on their papers, adding the necessary capitalization as they do so. Then have the children insert the capitalization on the chalkboard and have the sentences read again.

1. annie and john saw the shipwreck near the rock.
2. the harveys lived on the isle aux morts just off the coast of newfoundland.
3. mr. harvey waved to the passengers of the *dispatch* who were on the rock.
4. boy swam to the rock with the rope.
5. miss latimer sent enoch's picture to dr. smith.
6. "i know what to do, pa!" said annie.
7. then he said, "in you go boy. swim!"
8. have you read the story called the wreck of the dispatch?

Write the following sentences on the chalkboard and ask a pupil to read them aloud as the others follow along.

All the while, he was pulling on his boots.
He was pulling on his boots all the while.

Elicit from the children that both sentences contain the same words but that the words *all the while* and *he was pulling on his boots* appear in a different place in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

Muttering to himself, Mr. Harvey ran down the beach.
At last they found the people on the rock.
All night the rescue went on.

*Producing,
recognizing, and
identifying
variations
in sentence patterns*

John came bursting into the kitchen with the news.
Forty-six people had drowned by Sunday morning.
With the letter was a sum of money and a gold medal.
The six younger Harvey children were dancing around him.

Have the pupils read the sentence aloud and then formulate a new one by rearranging the words. (Mr. Harvey ran down the beach muttering to himself.) Write the new sentence on the chalkboard beside or under the original one. Ask a child to read the new sentence aloud, while the others follow along to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences on the chalkboard. Have the children rewrite the last two or three sentences independently if you wish.

Write the list of words below on the chalkboard and have the children read the words silently. Elicit that these are “name” words (nouns). Have the children suggest orally several describing words (adjectives) for each of the nouns.

*Using,
recognizing,
and identifying
adjectives*

- | | |
|---------|--------|
| rock | island |
| storm | sea |
| dog | ship |
| kitchen | trees |
| boat | rope |

Then ask the children to choose five or more of the nouns and their adjectives and compose complete sentences. Elicit that they must add “doing parts” to the sentences. Also have them add adverbs where possible. Have the children write their sentences on lined paper.

When the children have finished, ask them to read their sentences to the group. Ask the listeners to determine whether or not each sentence is complete.

Punctuation

Refer to the following sentences on the chalkboard and have the pupils read them silently and aloud.

*Punctuating
sentences:
quotation marks,
question marks,
periods, commas,
apostrophes, and
exclamation points*

1. Ann John and Mr Harvey set out in the boat
2. Where is Isle aux Morts
3. Help Help shouted the people on the rock
4. Annies dog was very brave
5. When the storm was all over the sea was quiet again
6. Annie said Give me the rope
7. Hundreds of men women and children were clinging to the rocks
8. The rescue was very slow but on Sunday night many of the people had been taken to shore

Have the pupils take turns inserting the correct punctuation marks. A different color of chalk may be used for each kind of punctuation mark.

Dictionary Skills

Recall with the pupils how to alphabetize the words in the lists below.

*Producing
recognizing,
and identifying
alphabetic
sequence*

- | | | |
|-------------|-------|---------|
| thumb | never | noodles |
| use | anger | against |
| information | icy | quilt |

Write the following groups of words on the chalkboard. Have the pupils establish the correct sequence of the words in each group and write them on their lined papers in alphabetical order.

1. animal ahoy group
2. oil kindness own
3. bridge grateful bother
4. cream kept knapsack
5. throne prospectors puzzled

WRITING

Objectives

Learning to write the letters *I* and *J*

Using adjectives; writing descriptive phrases

Writing descriptive paragraphs

Recognizing and writing good story endings

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebooks

Pictures required for Directed Writing activities

Lined paper and/or notebooks for Personal Writing

Paints, crayons, etc.

Handwriting

Teach the pupils how to write the upper-case form of the letters *I* and *J*.

First, demonstrate the writing of the letter *I* two or three times at the chalkboard. Then continue with the suggested demonstration and practice procedure.



When the pupils have shown that they can write the letter *I* correctly, have them practice the following words and sentences.

I see

I am

I read and *I* am reading

I am went to Ireland and

I take

I'm learning about the fruit

*Learning to write
the letters I and J*

Teach the children how to write the upper-case form of the letter *J*.



When the pupils can write the letter *J* correctly, have them practice the following words and sentences.

Jackie

John

familiar

Jim Hudson is here.

Jimmy's birthday is in

June.

Directed Writing

*Using adjectives;
writing descriptive
phrases*

Write words such as the following on the chalkboard. Draw or post a picture of the object beside each word.

carrot
orange
frog

apple
hamburger
snake

Have the children identify the first word and the picture. Then have them describe the carrot orally. To help them use descriptive words, ask questions such as: What color is the carrot? What shape is it? What does a carrot feel like? What does it taste like? How does it sound when you bite into it? How big is it? How would you describe it to someone who has never seen one before?

Using the children's ideas, write a phrase describing the carrot on the chalkboard. For example: an orange, crunchy, long, and narrow carrot. In a similar manner, have the pupils describe the other objects listed on the chalkboard.

Then have the children write descriptions of the following objects on their papers. Let them take turns reading their completed descriptive phrases to the group. They may work individually or in pairs.

banana	lemon
hot dog	giraffe
octopus	cow

*Writing
descriptive
paragraphs*

Using the children's ideas, write a paragraph on the chalkboard describing an object such as a football, hat, lemon, or turtle. For example:

It is deep yellow on the outside and you can hold it in your hand. It is shaped like a tiny football. It is light yellow on the inside. It is juicy and tastes very sour. You can make a cold drink with it and you can squeeze it on vegetables.

Have the children work individually or in pairs to write one or more descriptive paragraphs of their own. Have them choose words from the chalkboard not used previously, list additional words on the board, or have pictures available for the children to use. Let the pupils read their completed descriptions to the group and see whether the others can identify the objects they described.

*Recognizing and
writing good
story endings*

Write the following story beginning on the chalkboard and have the children read it silently and aloud.

Jackie was rowing her boat on the lake when she saw a hole in the bottom of the boat. Water was starting to come into the boat. She put her thumb in the hole and the water stopped coming in. Then she couldn't row because she needed both hands for the oars.

Ask the children to identify the character and the problem in the story. Have them decide whether the paragraph makes a good story beginning and encourage them to give reasons for their answer. (The paragraph makes a good story beginning because it tells about the important things in the story and tells about the problem in the story. It tells about something interesting or exciting.)

Write the following story endings on the chalkboard and have the pupils read them silently and aloud.

Jackie kept her thumb in the hole for a while. The boat moved a little bit by itself. Some birds flew overhead and she could hear a dog barking far away. Then Jackie took her thumb out of the hole and rowed as quickly as she could toward the shore. The water kept coming into the boat as she rowed.

Jackie thought about what to do. Then she took off her shoe and put her big toe in the hole. When she had both hands free, she rowed quickly to the shore.

Have the children decide which of the paragraphs makes a better story ending. Elicit that the second paragraph makes a better story ending because it tells how Jackie's problem was solved and that Jackie thought of a way to solve the problem herself. It tells only about important details in the story. Have the children tell why the first paragraph does not make as good an ending for the story.

Write the following story beginning and story ending on the chalkboard. Direct the pupils to read each part of the story and tell whether the second paragraph makes a good story ending. Elicit that the second paragraph does not make a good story ending because it tells about things that are not important in the story and it does not tell how John solved his problem. Have the children write their own endings. Remind them to think of a way for John to solve the problem himself and to tell only about important things in the story.

After the children have written their story endings, have them take turns reading them aloud to the group. Let the children decide whether each story ending tells how John solved his problem and whether it tells only about the important things in the story.

Story Beginning

John went to the store to get a birthday present for his mother. On the way, he lost his wallet with all his money in it. He walked back the way he came looking for his wallet, but he couldn't find it. Now he didn't have any money to buy his mother a present.

Story Ending

John sat down on the grass to think. The grass was short because his brother had just cut it. He thought for a long time, but he couldn't think of a way to find his wallet. He didn't give his mother a birthday present.

Creative Writing

Personal Writing

Write several story beginnings such as the following on the chalkboard or on slips of paper. Let the children choose one or more of the story beginnings, copy them on their papers, and write their own endings. Remind them to use as many descriptive words as they can.

When Mary went to the store, she took her little brother Peter with her. She got some bread, and then she went to the fruit counter to get some oranges. She told Peter to stand right where he was while she chose some oranges. When she turned around, Peter was gone.

John and Annie saw a large ship wrecked on the rocks near their house. They raced home to tell their mother and father what had happened. When they got home, no one was there.

All week long, Enoch and his brothers and sisters planned a special picnic in the woods. Enoch's oldest brother made a big batch of cookies and his oldest sister decided to make six different kinds of sandwiches. Enoch gathered together the toy football, a big beach ball, a blanket, and some books. He put all the things in a laundry basket that he and his little brother could carry. On the day of the picnic, everybody woke up to the sound of booming thunder and bright flashes of lightning!

Refer to the descriptive phrases that the children wrote in the Directed Writing section of this lesson. Suggest that the pupils use the phrases as story starters. For example: "I was so hungry when I ran home from school. I could hardly wait for lunch. When I went into the kitchen, there on a plate was one long, thin, orange, crunchy carrot..." The stories may be humorous or serious.

Suggest that the children rewrite all or part of the reader selection as a newspaper story. Remind them to be sure that they answer the 5W questions and have them write an eye-catching headline for the story. They might also include quotations from people involved in the event.

Some children might like to write the story from the point of view of one of the ship's passengers, Boy, or a member of the Harvey family. Have them tell the story of the rescue in the words of the character chosen.

Suggest that the pupils imagine that they can travel through time to a period in the past or in the future. Have them write a story about their adventures in the chosen time period.

Remind the children to proofread all of the selections they compose, make corrections, and rewrite if necessary. Encourage them to illustrate their stories with paints or crayons.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words

Recognizing and identifying the phoneme-grapheme correspondences /k/k, /n/kn or /w/w, /r/wr

Recognizing and identifying plural forms s, es

On Target

Objective

Recognizing and identifying new words

Number of Players

One to Five

Materials Needed

One laminated "On Target" board

Small blocks in a box

Procedure

Each player takes a turn at tossing a small block onto any square of the board. The player must then read the word in the indicated space and use it in a sentence. If correct, the player keeps the block. If incorrect, the player returns the block to the box. The player with the most blocks at the end of the game is the winner.



Sleepy K

Objective

Recognizing and identifying correspondences /k/k, /n/kn or /w/w, /r/wr (Sleepy W)

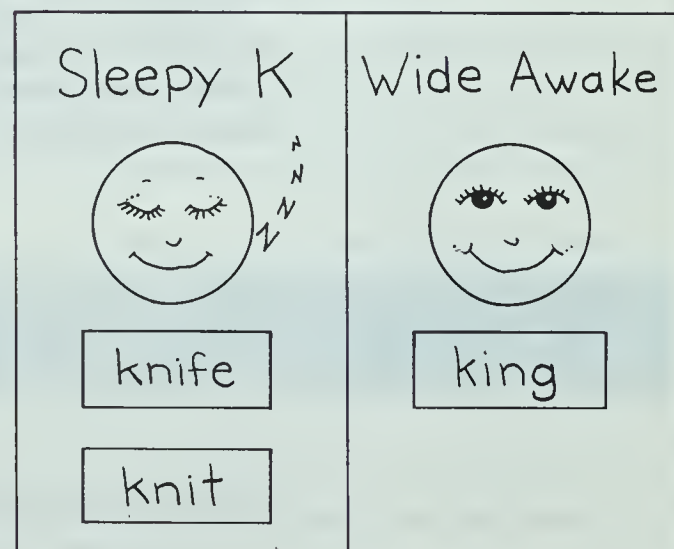
Number of Players

One per board

Materials Needed

One "Sleepy K" board or one "Sleepy W" board

Cards with words such as *kneel, knight, know, knife, knit, knapsack, kayak, sprinkle, kegs, king, kindness*; or with words such as *winter, awoke, want, walrus, winging, wreck, wrap, wrench, wriggle, wrong, write, wrinkle*



Procedure

The player takes the word cards in turn and reads the words. He or she then places cards with words containing the /k/**k** correspondence under the “Wide Awake” face, and the cards with words containing the /n/**kn** correspondence under the “Sleepy K” face. A similar procedure is used for the “Sleepy W” and “Wide Awake” faces on the “Sleepy W” board.

Set Sail

Objective

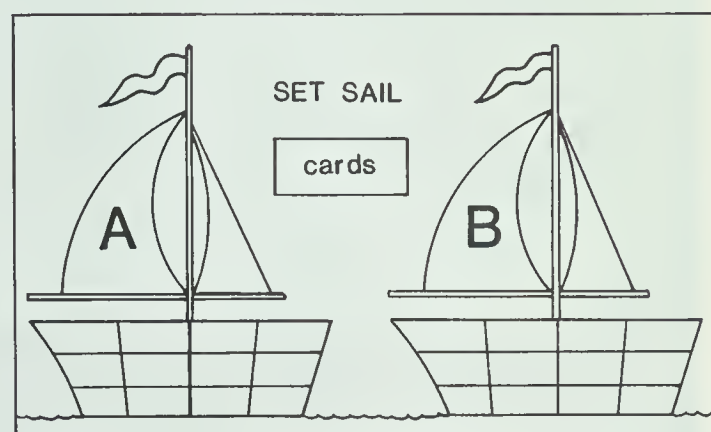
Recognizing and identifying plural forms with s, es

Number of Players

Two

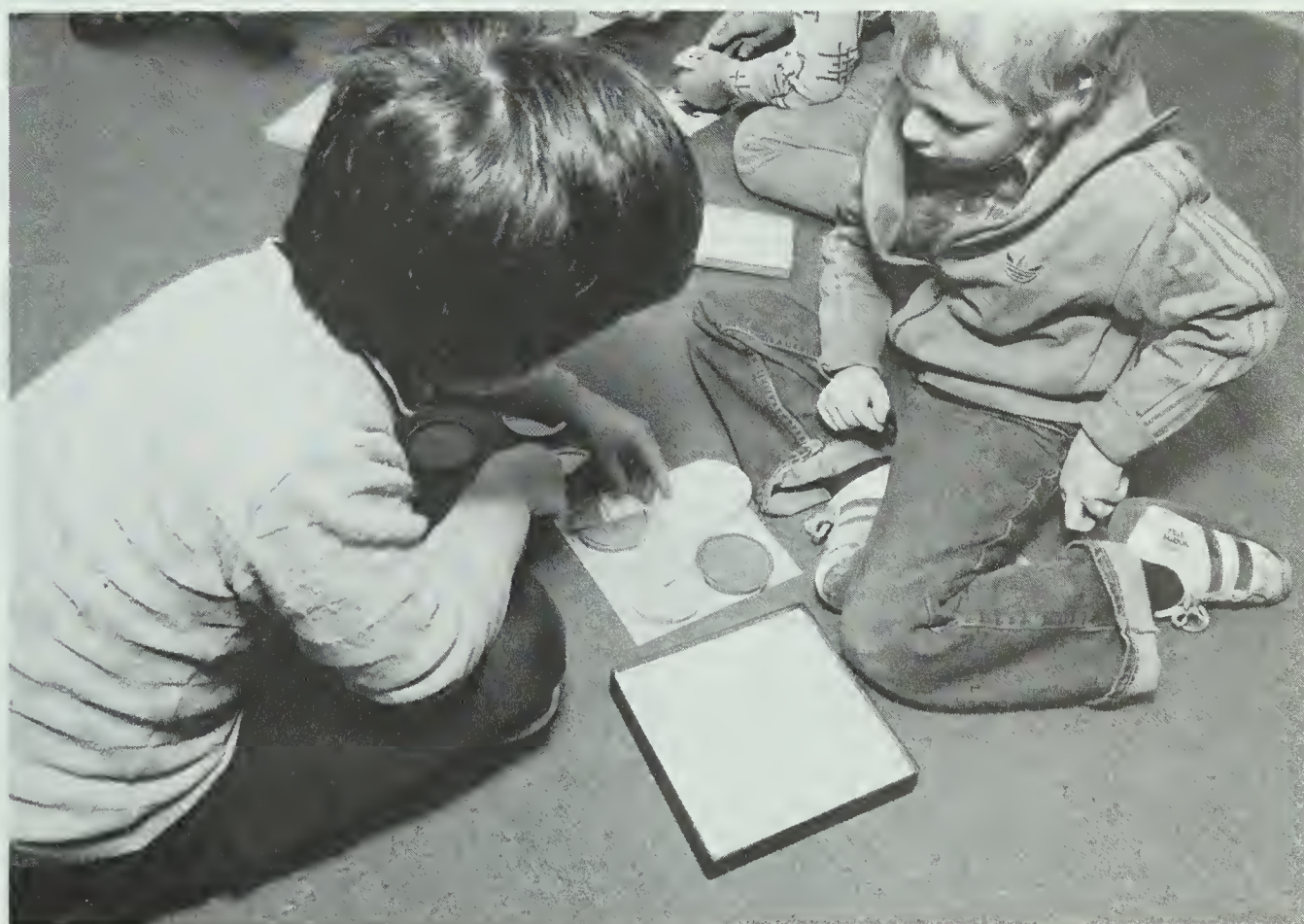
Materials Needed

One “Set Sail” board (laminated)
A set of word cards marked 1 on the face side, with the singular form of a word; marked 2 on the back, with the plural form of the word. Use words such as *family, country, mystery, dish, beach, mass, life, leaf, thief*



Procedure

The cards are placed face up, with the singular form of the word showing. Player A takes a card from the pile and reads the word aloud. Player B then spells the plural form of the word. Player A checks the spelling by turning to the reverse side of the card. If the word is spelled correctly, Player B is allowed to place the card on the hull of his or her ship. The object of the game is to set sail by completing the ship.



Review: Evaluation

COMPREHENSION

Recalling stories
Recognizing and identifying main idea
Recalling story details
Recalling story speakers

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing new words
Reviewing new words, using synonyms and antonyms
Reviewing word relationships
Reviewing the phoneme-grapheme correspondences /ē/ie, /ē/ei
Reviewing suffixes
Reviewing dividing words into syllables; applying syllabication to decoding
Reviewing the spelling of spelling words and words formed on graphemic base
ate

LANGUAGE DEVELOPMENT

Completing sentences; discriminating between complete and incomplete sentences
Using, recognizing, and identifying nouns, verbs, adverbs, adjectives
Punctuating sentences
Producing, recognizing, and identifying alphabetic sequence

WRITING

Reviewing letters
Practicing words and sentences
Recognizing and identifying best topic sentence for paragraph
Proofreading stories
Sharing creative writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters*/Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying spelling words
Recognizing syllables in words

Literary Appreciation**

Listening**

Listening to identify phoneme-grapheme correspondences /ē/ie, /ē/ei
Listening to spell words

COMPREHENSION

Objectives

- Recalling stories
- Recognizing and identifying main idea
- Recalling story details
- Recalling story speakers

Developing Comprehension, Research, and Listening Skills Review

Recalling stories

Literal Comprehension. Ask each child in the group to illustrate a favorite scene from one of the selections in the reader. When the pictures are finished, the others in the group are to identify the story and scene in the picture.

Recognizing
and identifying
main idea

Literal Comprehension. Let the children glance through the stories in the reader to refresh their memories of the story characters. Then let each child select a story character and make up a riddle describing that character. As each child gives her or his riddle, the others try to guess which character he or she is describing. For example:

I am a boy.
I go to school.
I like to make things with my hands.
Carving soapstone is what I do best.
I wish I could learn to play baseball.
Who am I?

Recalling story
details

Literal Comprehension. Have the children tell in which story each of the following items played an important part and explain why each was important in the story.

- | | |
|----------------------|----------------------|
| a flying ship | an omelet |
| a museum-by-the-sea | hunting weapons |
| a Newfoundland dog | a bundle of wood |
| baseball | a long rope |
| a large strange fish | a chunk of soapstone |
| turnips | a rowboat |
| animal skins | chocolate cake |

Recalling story
speakers

Literal Comprehension. Write the following list of story characters and quotations on the chalkboard. Have the children match each character with the appropriate quotation. Then have the children skim through the stories to check their answers.

- | | | |
|----------------|--------------------|------------|
| Gabrielle | Gobbler | Ivan |
| Annie | Miss Latimer | John |
| Chuck | Mr. Harvey | Kimook |
| Captain Goosen | Selena | Enoch |
| the Czar | Gabrielle's mother | Swift Foot |

1. "I'm tired of being myself," said _____ .
2. "I must have it for my museum!" said _____ .
3. "Quick, go fetch Pa while I set the boat into the water," said _____ .
4. "You always say that the best dessert in the world is bread and butter," said _____ .
5. "Oh, if I untie my foot I can step halfway around the world," said _____ .
6. "Tie one end of your rope to the rock," said _____ .
7. "My daughter cannot marry a peasant," said _____ .
8. "Let's see if you can hit the ball," said _____ .
9. "Looks as if we've discovered something big for you this time," said _____ .
- 10 "I cannot play baseball like the rest of you, but I can use my hands to carve," said _____ .

DECODING SKILLS

Objectives

Reviewing new words, using definition clues
Reviewing new words, using context
Reviewing new words, using synonyms and antonyms
Reviewing word relationships
Reviewing the phoneme-grapheme correspondences /ē/ie, /ē/ei
Reviewing suffixes
Reviewing dividing words into syllables; applying syllabication to decoding
Reviewing the spelling of spelling words and words formed on graphemic base *ate*

Materials Needed

Duplicated worksheets for the exercise on using definition clues
Duplicated worksheets for the exercise on using context
Duplicated worksheets for the exercise on synonyms and antonyms (optional)
Lined worksheets for the spelling exercise
Spelling notebooks

Word Meaning Review

*Reviewing new
words, using
definition clues*

Duplicate the following exercise and distribute copies to the pupils for independent work.

Read each sentence. Choose the word following the sentence that belongs in it. Write the word on the blank.

1. If you like something best, it is your _____. favorite bugle lifeline
2. An omelet is made of _____. chocolate eggs vegetables
3. If you nearly always do something, you _____ do it. several usually occasionally
4. If you are very, very angry, you are _____. furious ashamed eager
5. The people who work on a ship are called the _____. townsfolk crew soldiers
6. If something can be done, it's _____. discovered unloaded possible
7. If an animal is running with long, easy steps, it's _____. loping winging struggling
8. All the members of a king's family are _____. peasants royal survivors

*Reviewing
new words, using
context*

Duplicate this exercise and distribute copies for independent work.

Read each sentence and the words following it. Choose the word that belongs in the sentence and write it on the line.

1. The girls _____ that they had been fooled. realized awoke oozed
2. Mom put carrots, peas, and other _____ in the soup. kegs vegetables pepper
3. The peasant boy tried to _____ the Czar's commands. obey examine marry
4. He carried his equipment in a _____ on his back. barrel knapsack kayak
5. The boys made a _____ to teach each other. harpoon current bargain
6. The _____ were carved out of soap. figures banquets canvas
7. The captain said, "It's _____! Come at once!" urgent excitement shrill
8. They sent a picture of the coelacanth to a famous _____. Czar scientist governor
9. Grandma listened _____ as Jan told her the long story. exactly gathering patiently
10. For their _____ in rescuing so many people, the family were given some money and a medal. bravery preparing flippers

*Reviewing new
words, using
synonyms
and antonyms*

Duplicate the following exercise and distribute copies to the pupils. Direct them to read each pair of words. If they mean the same, or almost the same, the pupils are to write S on the line between them. If they have opposite meanings, they are to write O on the line. If preferred, the exercise may be put on the board and the responses given orally.

banquet ____ feast	healthy ____ sickly
beneath ____ under	bundle ____ package
alive ____ dead	certainly ____ surely
daughter ____ son	unusual ____ ordinary
bravery ____ courage	winging ____ flying
delight ____ disappointment	praise ____ blame

Reviewing word
relationships

Write the following groups of words on the board. Have the pupils decide which word does not belong in each group and explain why.

1. New Brunswick, Quebec, Newfoundland, Inuit
2. Gabrielle, Selena, Enoch, Annie
3. walrus, whale, seal, oxen
4. soapstone, iron, steel, copper
5. hundred, thousand, forth, million
6. vegetables, fielder, meat, dessert

Phonemic Analysis Review

Reviewing the
correspondences
/ē/ie, /ē/ei

Write these words on the board.

believe	Gabrielle	ceiling
candies	received	piece
scientist	fielder	seized
diesel	conceit	patiently

Point to each word in turn. Ask the pupils to think, not say, how the word is pronounced. If it has *ie* standing for the sound heard at the end of *me*, they are to raise their left hands. If it has *ei* standing for that sound, they are to raise their right hands. If it has *ie* or *ei* standing for any other sound, they are to make the “thumbs down” sign.

When the decision has been made, pronounce the word as the pupils listen to be sure they are right. Place the following sentences on the board.

1. I ____ two letters today.
2. Ivan would like another ____ of cake.
3. The mouse ____ the piece of cheese.
4. Dad had to stand on a ladder to paint the ____.
5. The ____ got the ball and threw it to second base.

Have the pupils find in the list of words on the board a word that will complete each sentence. Each time, when a word is chosen, write it in the blank and have the sentence read aloud to check that the word selected makes sense in it.

Structural Analysis Review

Reviewing
suffixes

Write these sentences on the board.

1. It is sensible to be careful crossing streets.
2. Annie ran as quickly as possible to the rocky shore.
3. It makes me nervous to watch dangerous stunts.
4. John got honorable mention for his remarkable invention.
5. There was tremendous excitement when the valuable papers were stolen.

Have each sentence read aloud. Ask pupils to underline the words that have suffixes and identify each suffix by spelling it.

Syllabication Review

Reviewing
dividing words
into syllables;
applying
syllabication
to decoding

Write the following words on the board.

harpoon	obey	excitement	idea	barrel
knapsack	wagon	chocolate	favor	survivor
museum	huddle	unhealthy	discover	bundle

Call upon pupils to pronounce each word, tell how it should be divided into syllables, and explain why it should be divided that way.

Now write these unfamiliar words on the board.

insult	cellar	violet	rattlesnake
trickle	level	domino	unfriendly

Ask the pupils to read each word to themselves and try to figure out what it is. Remind them that it helps to divide each word into syllables, consider each syllable separately, then put the word together again.

When they indicate by raised hands each time that they have decoded the word, call on a pupil to pronounce the word and tell how she or he arrived at the pronunciation.

When all the words have been decoded, let volunteers use some of them in oral sentences.

Spelling Review

Distribute lined worksheets to the pupils. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following.

- 1. Tina spilled water on the kitchen floor. floor
- 2. Please don't slam the screen door. door
- 3. The baby's asleep at last. asleep
- 4. Do you always obey the traffic signals? obey
- 5. There were two sons and a daughter in the family. daughter
- 6. Maria's big sister is in the army. army
- 7. Will you play that piece again, please? please
- 8. I have a friend whose father is a doctor. whose
- 9. Curt taught Mr. Mugs to shake hands. taught
- 10. Is it possible to climb that mountain? possible
- 11. Nick tried several times to stand on his head. several
- 12. The knapsack was made of sturdy canvas. canvas
- 13. Mr. Mugs burst out of his kennel and barked furiously at the robber. burst
- 14. Elsa brought homemade cookies to the class party. brought
- 15. We went to the zoo yesterday. yesterday
- 16. Pierre likes carrots but hates spinach. hates
- 17. Set that dirty plate in the sink. plate
- 18. Do you like to skate? skate

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. If the misspelled word is one that the pupil has misspelled before, see that he or she spends extra time reviewing his or her difficult words.

Reviewing
the spelling of
spelling words;
words
formed on the
graphemic base
ate

LANGUAGE DEVELOPMENT

Objectives

- Completing sentences; discriminating between complete and incomplete sentences
- Using, recognizing, and identifying nouns, verbs, adverbs, adjectives
- Punctuating sentences
- Producing, recognizing, and identifying alphabetic sequence

Materials Needed

- Lined papers or notebooks
- Colored chalks for punctuating and capitalizing sentences

Sentence Building

Completing sentences; discriminating between complete and incomplete sentences

- Write the following sentences on the chalkboard.
1. Gabrielle and Selena were.
 2. Ivan found the flying ship.
 3. When Kimook saw the boys playing baseball.
 4. Could Miss Latimer?
 5. The Harveys helped the people on the rock to shore.
 6. Which story in this book?

Using, recognizing, and identifying nouns, verbs, adverbs, adjectives

Have the pupils read each sentence, and then tell whether the sentence is finished or not finished. Have the pupils complete the unfinished ones orally. Adjust the sentences on the chalkboard accordingly. (If preferred, this activity may be completed as a written exercise.) Write the following exercise on the chalkboard and have the children read the words silently and aloud.

dog	beautiful	ate	excitedly
Czar	fluffy	crashed	slowly
fish	red	flew	carefully
scientist	angry	bumped	quickly
bird	famous	climbed	loudly
tree	small	moved	fiercely
flower	round	jumped	easily
desk	huge	swam	quietly
fence	wire	lay	neatly
water	fishing	fell	happily
ball	wooden	grew	badly
carving	rich	rolled	rudely
boy	tall	watched	gently
cat	strange	laughed	nervously
ship	silly	sang	

Have the children identify the kind of words in each list. Label the lists. Ask the children to compose sentences using words from at least three of the lists. Then have the children write five or more sentences containing words from at least three of the lists. Ask them to read aloud their completed sentences.

Punctuation

Punctuating sentences

- Write the following sentences on the chalkboard. Have the children add the necessary punctuation, or have the pupils copy the sentences on their papers, adding the punctuation as they do so.
1. Come quickly Miss Latimer called Enoch
 2. Ill take Annie John and Boy said Mr Harvey
 3. When Gabrielle visited Selenas family she had to do the dishes
 4. Where did Ivan get the flying ship
 5. Did Chuck like Kimooks carving
 6. I cant stay here said Selena to herself
 7. When Dr Smith saw Enochs picture of the fish he knew it was a coelacanth
 8. What a terrible storm
 9. We saw bears lions elephants and tigers at the zoo

Dictionary Skills

Producing, recognizing, and identifying alphabetic sequence

Write the following groups of words on the chalkboard in the order shown. Have the pupils establish the correct sequence of the words in each group and write them on their lined papers in alphabetical order.

1. bearded bigger blackthorn baker by
2. you oozing crawl usually prize grateful tepee scorch
3. water theater tease
4. recess often route
5. say scary sizzling shadow snapped sprawled
6. cartons tearful outlaws zoom manager queen imagine wrapped funniest barrels

WRITING

Objectives

- Reviewing letters
- Practicing words and sentences
- Recognizing and identifying best topic sentence for paragraph
- Proofreading stories
- Sharing creative writing

Materials Needed

- Handwriting notebooks
- Lined paper and Personal Writing notebooks
- Directed and Personal Writing selections; crayons, paints

Handwriting

Review the letters that have been taught in this part of the program: *K, U, V, W, Y, Q, Z, I,* and *J*. Have the pupils write a line of each letter and check carefully to see whether they are making the formations correctly. If necessary, repeat the pertinent portions of the demonstration and practice procedure suggested at the beginning of the guidebook.

Have the pupils practice the following words.

Column 1

Column 2

Kimook	Quebec
Uma	Zora's
Victor	Isle aux Morts
Windsor	July
Yetta	

Reviewing letters;
practicing words
and sentences

Now have the pupils practice the following sentences.

You're right!

Jammy walked half-way up

White Creek on Monday

Written work in other subject areas should be diagnosed to obtain material for writing practice lessons and to determine what individual help is necessary.

Directed Writing

Recognizing and
identifying best
topic sentence
for paragraph

Write the following paragraph and the three topic sentences on the chalkboard.

She looked at the pile of fish by the edge of the dock. All she could see were five or six ordinary sharks which were no good for market and no good for her museum either. Then she looked at another pile of fish but there were only some small ones there.

Miss Latimer had a little museum at the top of a hill.

Captain Goosen told Enoch to get Miss Latimer right away.

At first, Miss Latimer couldn't see the great, vicious-looking fish.

Proofreading
stories

Have the children identify the best topic sentence for the paragraph and give reasons for their choice. Then ask the pupils to put the topic sentence and the paragraph together and write the entire paragraph on their papers.

Ask the children to select two or three stories, letters, or poems they have written recently. Have them read each composition carefully, make corrections under your guidance, and then rewrite if necessary.

Creative Writing

Sharing writing

Let each child select a favorite piece of writing and read it to the rest of the group. The composition may then be posted on the bulletin board.

If some children wish to do so, have them copy their favorite story or poem on a fresh sheet of paper, illustrate it, and give it as a gift to a family member or friend.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words
Recognizing and identifying spelling words
Recognizing syllables in words

Climb Up

Decoding Skills:
Word Meaning

Objective

Recognizing and identifying new words

Number of Players

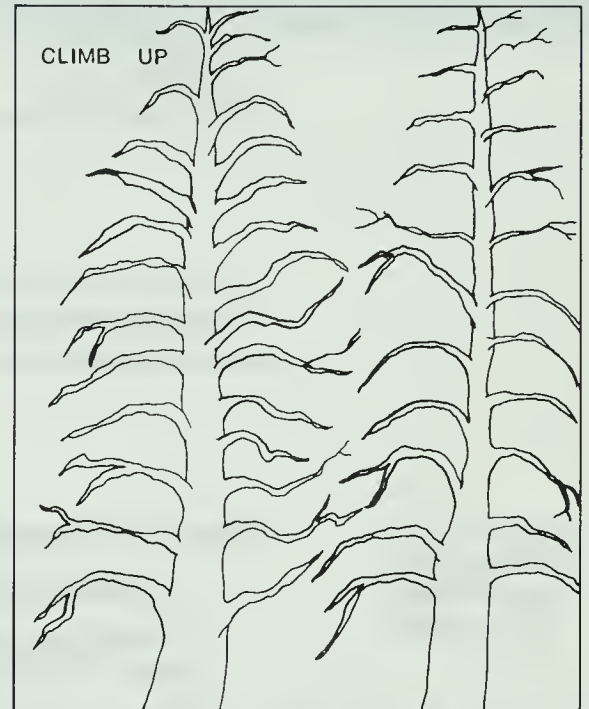
Three

Materials Needed

One "Climb Up" board
Word cards such as *favorite, vegetable, omelet, usually, furious, barrels, iron, royal, kayak, walrus, Inuit, museum, scientist, examining, shrill, loping, currents, patiently, crew*

Procedure

One player is "It" and shuffles all the cards. This player shows one card at a time to each of the other two players. If a player can read the word correctly, the card is placed on his or her tree. The first player to reach the top of the tree is "It" for the next game.



Parking Lot

Decoding Skills:
Spelling

Objective

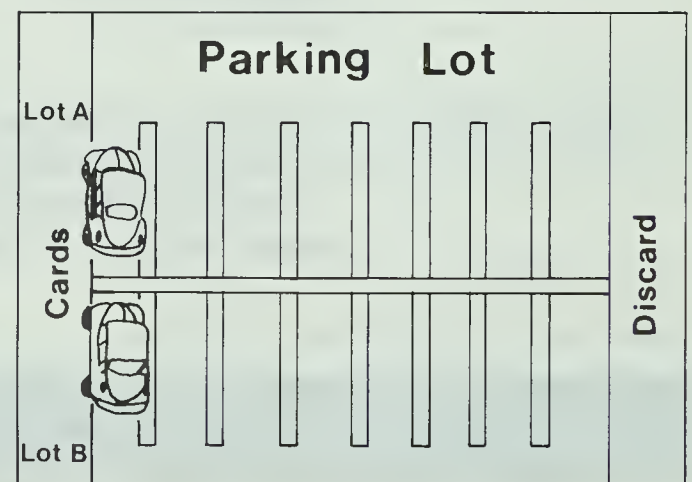
Recognizing and identifying spelling words

Number of Players

Two

Materials Needed

One "Parking Lot" board
Set of vehicle-shaped cards with a picture of a vehicle on one side, and a spelling word on the reverse side; use words such as *brought, burst, yesterday, canvas, several, possible, please, whose, taught, army, obey, daughter, door, floor, asleep*



Procedure

Player A picks a card and reads the word on it. If Player B can spell the word correctly, the card is placed in his or her parking lot. If Player B cannot spell the word correctly, the card is placed in the discard pile. The players then reverse the roles. The first player to fill his or her parking lot is the winner.

On Our Way

Objective

Recognizing syllables in words

Number of Players

One to Four

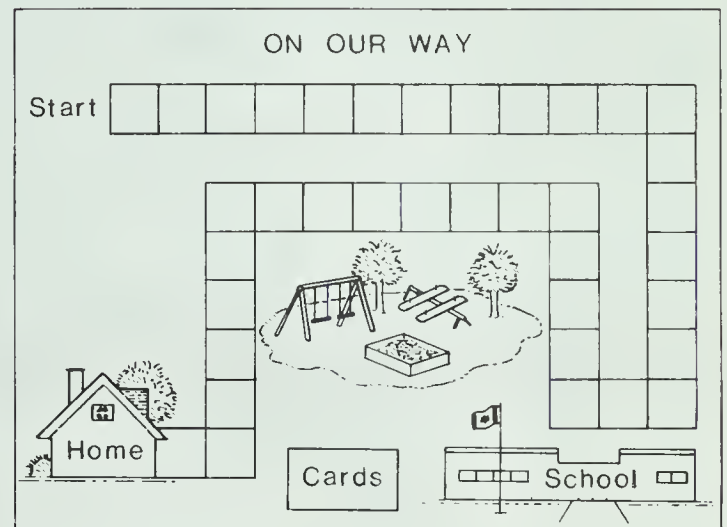
Materials Needed

One “On Our Way” board

One place marker per player

A set of word cards with words such as *trial*, *area*, *quiet*, *obey*, *even*, *handkerchief*, *current*, *tomato*, *valueless*, *lifeline*, *eagerly*, *several*, *townsfolk*, *prickle*. Each card has a number from one to four on the back.

A set of cards with directions such as miss a turn; take an extra turn; move ahead two spaces; go back two spaces



Procedure

Both sets of cards are shuffled together and placed face down on the board. Each player in turn chooses a card from the top. If it is a word card, the player reads the word and tells where it should be divided into syllables. If the player is correct, he or she moves ahead the number of spaces indicated on the back of the card. If the player is incorrect, he or she remains in his or her original place. If a direction card is taken, the player follows the direction on the card. The winner is the first player to reach "Home."



COMPREHENSION	INTEGRATIVE OPTIONS	DECODING SKILLS
Using the table of contents Recalling previous stories Speculating; formulating questions Drawing inferences Observing picture details Valuing Recalling details; verifying answers Predicting Expressing opinions Applying story idea to personal experience Classifying phrases Summarizing the story Reviewing non-fiction catalogue cards	Drama — making the story into a play Visual Arts — illustrating the story — making a poster Telephone Calls — learning to make business calls Books — reading independently	Recognizing and identifying new words Recognizing and identifying words with multiple meanings Recognizing and identifying phoneme-grapheme correspondence /ch/ch *Recognizing and identifying phoneme-grapheme correspondences /k/ch, /sh/ch Recognizing and identifying vowel sounds controlled by r Recognizing and identifying prefixes un, dis, re, pre Noting the number of syllables heard in words; noting stressed syllables; the effect of stress on unstressed syllables Dividing words into syllables; applying syllabication to decoding Spelling useful words, spelling words, dictated sentences
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
Recognizing and identifying — words denoting sequence of events — exclamatory sentences — command sentences — paragraphing; indentations Discriminating between finished and unfinished sentences and questions; using a variety of words to complete sentences and questions (reading) Producing, recognizing, and identifying exclamatory sentences Producing, recognizing, and identifying command sentences Using, recognizing, and identifying connectives and sequence words to produce complex sentences Using, recognizing, and identifying past tenses saw, seen, went, gone, did, done Punctuating a paragraph	Learning to write the letters P and R Recognizing and identifying topic sentences in paragraphs Developing cooperative paragraph; writing topic sentence Applying comprehension, decoding, language, and writing skills to produce Personal Writing	See the Mr. Mugs Book See the Spirit Duplication Masters /Self-Help Activities
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
Recognizing and identifying the phoneme-grapheme correspondences /ch/ch, /k/ch, /sh/ch Recognizing and identifying prefixes un, dis, re, pre Recognizing the number of syllables in words	Relating picture and story Drawing inferences about story characters; about story situations Dramatizing story events Valuing the story	Listening attentively in discussions Listening to evaluate telephone calls Listening to identify phoneme-grapheme correspondences /ch/ch, /k/ch, /sh/ch and vowels controlled by r Listening to note number of syllables; stressed syllables; effect of stress on unstressed syllables Listening to spell words

COMPREHENSION

Objectives

- Using the table of contents
- Recalling previous stories
- Speculating; formulating questions
- Drawing inferences
- Observing picture details
- Valuing
- Recalling details; verifying answers
- Predicting
- Expressing opinions
- Applying story idea to personal experience
- Classifying phrases
- Summarizing the story
- Reviewing non-fiction catalogue cards

Developing Pupil Inquiry

Using the table of contents	Have the children turn to the table of contents. "Find the title of the first story in the reader." Ask a volunteer to read the title aloud to the group.
Recalling previous stories	Let the children recall other stories they have read about Mr. Mugs and the situations he has been in. "Which stories about Mr. Mugs did you like best? Why? Which stories were funny? In which stories did Mr. Mugs have exciting adventures?"
Speculating	"What do you think the title of this story means? What might Mr. Mugs' secret life be? Do you think this will be a funny story or an exciting story? Tell why you think as you do."
Drawing inferences	"Are there any questions you would like to ask about this story? What would you like to know about Mr. Mugs' secret life?"
Formulating questions	When someone volunteers a question, write it on the chalkboard or on a sheet of newsprint. If the children do not ask questions about the story, model a question for them. You might say, "I would like to know what Mr. Mugs does in his secret life. How would <i>you</i> ask that question?" When a child has asked the question, add it to the list.
Observing picture details; drawing inferences	Direct the children's attention again to the table of contents and ask them to tell the number of the page on which the story begins. "Let's turn to page 6 and see what we can find out about Mr. Mugs' secret life." Direct attention to the illustration on page 6 and promote a discussion as follows: "Whom do you see in this picture? What are they doing? Does this picture tell something about Mr. Mugs' secret life? Tell why you think as you do." "Now look at the picture on page 7. What is happening in this picture? What time of day is it in the picture? How do Mr. Mugs and the man feel about each other? Who do you think the man might be? What do you think he might be like? Do you think this picture tells you something about Mr. Mugs' secret life? What does it tell you?"
Formulating questions	Have the children look at the remaining illustrations in the story and discuss briefly the happenings depicted. "Where does Mr. Mugs go in the story? What do you think is happening in the picture on pages 12 and 13? Do you think the story has a happy ending? Why do you think as you do?" "Are there any other questions you would like to ask about the story now?"
	What does Mr. Mugs do in his secret life? Does anyone find out about Mr. Mugs' secret life? Why does Mr. Mugs go to visit the man? Does Mr. Mugs run away? Why is everyone happy at the end of the story?

Reading
Valuing
Recalling details;
verifying
answers

Developing Pupil Response

Let the children read the entire story silently. When they finish reading, ask “Did you like this story? Why? What was your favorite part of the story?”

Refer the pupils to the first question in the question box, “What does Mr. Mugs do in his secret life?” and let them discuss the answer. “Read the story lines that tell about Mr. Mugs’ secret life.” After the question has been answered and verified, have a pupil check it off on the list.

Proceed through the remaining questions in a similar manner.

The children will need to reread the story several times, both silently and orally to prepare for the dramatization suggested in the *Integrative Options* strand. As they read, they should study the sequence of events, work out the script, choose pupils to play the various characters, and discover what props are necessary for the play.

Synthesizing

Recalling details

Predicting

Drawing inferences

Applying story
idea to own
experience

Valuing;
speculating

Expressing opinions;
speculating

Applying story idea
to personal
experience

1. “Why did Mr. Higgins and Jan’s family not realize what was going on with Mr. Mugs’ secret life? What clues could they have noticed?”
2. “Do you think Mr. Mugs’ two families would ever have found out about his secret life if he hadn’t got lost? Tell why you think as you do. How might they have found out?”
3. “Why do you think Mr. Mugs was leading this secret life? What were the advantages to him? Were there any disadvantages?”
4. “Whom would you call in your town if your pet were missing? Why do you think Mr. Higgins and Mommy called the police about Mr. Mugs? In what kinds of emergencies should you call the police?”
5. “Why did Captain Maloney say that Mr. Higgins would have to give Mr. Mugs up? Was it a fair decision? Why or why not? Whom do you think Mr. Mugs would choose to stay with if he had the choice? Why?”
6. “What do you think about the arrangements Jan made with Mr. Higgins? How do you think Mr. Mugs’ life would be different now?”
7. “Have you ever imagined having a secret life? If so, tell us about it.”

Developing Comprehension, Research, and Listening Skills

Classifying
phrases

Critical Comprehension. Distribute copies of the following exercise. Ask the children to write the letter H on the line before a phrase telling about something that can be heard, and the letter S on the line before a phrase telling about something that can be smelled.

- | | |
|------------------------------------|------------------------------------|
| 1. ____ a train | 7. ____ children greeting Mr. Mugs |
| 2. ____ bacon cooking | 8. ____ fish |
| 3. ____ newspapers rustling | 9. ____ Mr. Mugs barking |
| 4. ____ a bicycle bell | 10. ____ a police-car siren |
| 5. ____ catnip | 11. ____ wet wood |
| 6. ____ Mr. Mugs bounding up steps | 12. ____ a telephone |

Summarizing
the story

Critical Comprehension. Have the children locate in their texts and read the paragraphs indicated below. Then have them formulate a summarizing sentence for each paragraph. You may wish to have the children do the first three with you and the last three individually. If so, have the summarizing sentences the children write independently read and discussed.

1. Page 7, paragraph one (Mr. Mugs goes to Mr. Higgins’ house each night.)
2. Page 8-9, paragraph five (Mr. Mugs did many things at the waterfront.)
3. Page 10, paragraph two (Mommy describes the lost Mr. Mugs to the police.)
4. Page 10, paragraph seven (Mr. Mugs sees a police car and that means help.)
5. Page 14, paragraph two (Captain Maloney tells Mr. Higgins to give Mr. Mugs back.)
6. Page 14, paragraph four (Mr. Mugs can visit Mr. Higgins.)

Reviewing
non-fiction
catalogue cards

Library Skills. Make large-scale copies of the author, title, and subject cards for a non-fiction library book about dogs on sheets of heavy paper or draw them on the chalkboard.

Let the children look at each card, identify which kind it is, and discuss the information shown on it.

“How do the call numbers and letters help you locate a book on the library shelves?”

Have the children find the library book about dogs on the shelf. Give the children a number of catalogue cards for non-fiction books and have them identify the kind of card it is — author, subject, or title — and find the book on the shelf.

Write a list of non-fiction books (titles and author) on the chalkboard and have the children find the cards in the card catalogue.

Give the children several topics on which they might do research (rocks, birds, airplanes, dinosaurs, or Mexico). Ask them to find the subject cards for these topics in the card catalogue and list the book titles, call numbers, and letters.

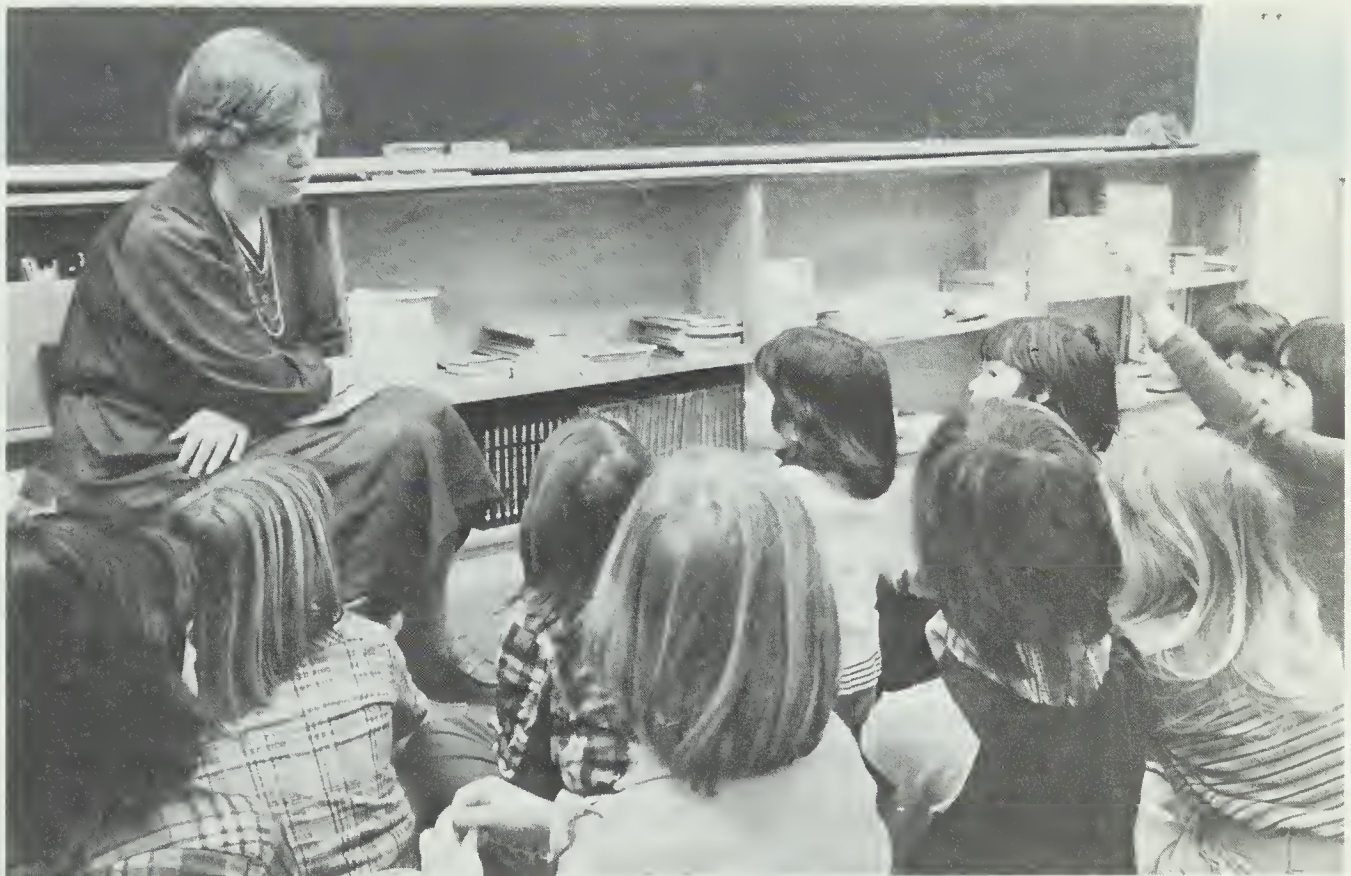
INTEGRATIVE OPTIONS

Drama

Making the Story into a Play. The children might enjoy making this story into a play. Since there is not a great deal of dialogue, some effort might be devoted to thinking about what might have been said in the different scenes. It is a good idea to improvise the dialogue as the memorization of lines often becomes stilted. If you let the children mime the story a few times, dialogue will probably develop spontaneously.

A Mr. Mugs will be needed for the play. A child in the class could be dressed up to represent a dog or a Mr. Mugs stuffed toy dog could be used instead. You might have the children write a letter to a class just beginning the Mr. Mugs readers, asking if they might borrow its Mr. Mugs dog. The children might also want to invite this class to see their play when it is ready.

Those children not directly involved in the play might devise costumes and scenery for the play.



Visual Arts

Illustrating the Story. Have the children illustrate their favorite part of this story.

Making a Poster. Ask the pupils to design posters that Jan and Curt could have put up around the neighborhood telling about their lost pet, Mr. Mugs. “What picture will you put on your poster? What will the headline on your poster be? What information will you write on the poster?” Have the children make a display of their completed posters and make up a title for it.

Learning to Make Business Phone Calls. Have a discussion with the children about the difference between a business phone call and a friendly phone call. Telephone manners should be discussed and a chart made listing “Things to Remember about Business Phone Calls.” Items included on the chart could be as follows:

Speak clearly.

Identify yourself and the reason for your call.

Plan in advance what questions you will ask or what information you want to give.

Be brief and to the point.

Have a pencil and paper ready to make notes of the information you receive and wish to remember.

Let the children work in pairs and act out the following business phone calls: Mommy calls the police station to report that Mr. Mugs is missing; Curt or Jan phones the newspaper office to place the lost ad about Mr. Mugs. As pairs of children act out the conversations, have the other members of the group listen and make evaluations using the chart of “Things to Remember.”

Book Center

Carrick, Carol. *The Accident*. Seabury.

When Christopher’s dog is killed by a truck, he faces feelings of depression and guilt.

Lexau, Joan. *I’ll Tell on You*. Dutton.

When Mark’s dog bites the coach’s daughter, he and Rose despair of getting on the Little League team.

Rockwell, Anne. *Willy Runs Away*. Dutton.

A little dog runs away, only to regret his adventure.

Singer, Marilyn. *The Dog Who Insisted He Wasn’t*. Dutton.

Konrad refuses to believe he’s a dog, and he moves in with Abigail who treats him like a person.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using definition clues

Recognizing and identifying words with multiple meanings

Recognizing and identifying the phoneme-grapheme correspondence /ch/ch

*Recognizing and identifying the phoneme-grapheme correspondences /k/ch, /sh/ch

Recognizing and identifying vowel sounds controlled by r

Recognizing and identifying prefixes *un, dis, re, pre*

Noting the number of syllables heard in words

Noting stressed syllables; the effect of stress on unstressed syllables

Dividing words into syllables; applying syllabication to decoding

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

*Introduction to a new element

Materials Needed

Duplicated worksheets for the exercise on word meaning (optional)

Cards for prefixes *un, dis, re, pre*

Lined worksheets for the spelling activities

Spelling notebooks

Word Meaning

New Words: *catnip, hearty, warehouses, ached, doubtfully*

Decodable Words: *collar, darkness, Mr. Higgins, Jimpson John, lumberyard, Captain Maloney, report, police officer, whether, fire hydrant, farther, neighborhood, rather*

Recognizing and
identifying new
words, using
definition clues

Duplicate the following exercise and distribute copies to the pupils.

1. Tiger was playing with a catnip mouse.

_____ Tiger was playing with a toy shaped like a mouse and stuffed with the dried leaves of a strong-smelling plant cats like.

_____ Tiger was playing with a toy mouse that he had already bitten in several places.

2. Mr. Higgins gave Mr. Mugs a hearty breakfast.

_____ Mr. Higgins gave Mr. Mugs a morning meal of chopped beef heart.

_____ Mr. Higgins gave Mr. Mugs a good big morning meal.

3. Mr. Mugs chased a rat around the warehouses.

_____ Mr. Mugs chased a rat around the old rickety houses.

_____ Mr. Mugs chased a rat around the buildings used for storing goods.

4. Mr. Mugs was so tired his bones ached.

_____ Mr. Mugs was so tired his bones pained him.

_____ Mr. Mugs was so tired he couldn't chew his bones.

5. "I suppose Mr. Mugs plays all day," said Mr. Higgins rather doubtfully.

_____ "I know Mr. Mugs plays all day," said Mr. Higgins in a very decided tone of voice.

_____ "I guess Mr. Mugs plays all day," said Mr. Higgins in a somewhat uncertain way.

Ask the pupils to read each underlined sentence and the two sentences below it. Have them put an X on the line beside the sentence that says approximately the same thing as the underlined sentence.

If preferred, the sentences may be written on the board and the responses given orally.

Recognizing and
identifying
words with
multiple
meanings

Write the following groups of sentences on the board.

1. Mr. Mugs had a rash on his neck.

Going so far from home was a rash thing to do.

2. He chased the rat for four blocks.

Baby is playing with her blocks.

Snow blocks some roads in winter.

3. Mr. Mugs would bound right up to Mr. Higgins' door.

Someone was bound to discover Mr. Mugs' secret.

He was bound for home.

4. Mr. Mugs went right down to the river bank.

Jan put some money in the bank.

The snow bank was higher than Curt's head.

5. Mr. Mugs has a tag on his collar.

We had a good game of tag.

My little sister always wants to tag along after me.

Have each group of sentences read aloud. Call attention to the underlined word and let the pupils discuss the meaning of the word as it is used in each sentence.

Phonemic Analysis

Recognizing and
identifying the
correspondences
/ch/ch, /k/ch

Write *chair* and *school* on the board and have them pronounced. Draw a line under the digraph *ch* in each word and note the different pronunciations. Lead the pupils to conclude that *ch* may stand for the sound as in *chair* and may also stand for the sound as in *school*. Elicit from the pupils other letters that may stand for the /k/ sound — *c* as in *come*, *k* as in *keep*, and *ck* as in *back*.

Write the following words on the board.

chop	children	Chris
ached	leprechaun	check
each	chasing	charge
chest	Christmas	echo
school	stomach	such
Enoch	crouched	lock

Point to each word in turn. Ask the pupils to think, not say, how the word is pronounced each time. If the *ch* in the word stands for the sound heard at the beginning of *chair*, they are to raise their left hands. If the *ch* stands for the sound heard at the beginning of *come*, they are to raise their right hands. When the hands have gone up, have a pupil pronounce the word, as the others listen to be sure they have made the correct response. Draw a line under every word containing the /k/*ch* correspondence.

Write these sentences on the board.

1. Mary's ear ____ all night.
2. If you shout in a valley you sometimes hear an ____.
3. Tom was so hungry his ____ hurt.
4. We read a story about a boy named ____.
5. Is there a ____ on the front door?
6. We don't go to ____ on Saturday.

Ask the pupils to find an underlined word to complete each sentence.

Now write *Chinook* and *machine* on the board and have them pronounced. Draw a line under the *ch* in each word. Pronounce the words again as the pupils listen for the sound *ch* stands for in each word. Have the sound identified as the sound *sh* usually stands for.

Explain that in some words *ch* stands for the /sh/ sound. Demonstrate by reading the following sentences to the pupils. After you have read each sentence, repeat the underlined word and write it on the board. Draw a line under the *ch*, and repeat the word once more.

1. The chauffeur brought the car to the door.
2. The chef wore an apron and a tall white hat.
3. Curt's cousin is called Charlotte.
4. One of the lights in the chandelier has burned out.
5. Grandma taught Jan to crochet.

Suggest to the pupils that whenever they come upon an unfamiliar word containing *ch*, they first try the sound as in *chop*, then the sound as in *Christmas*, and then the sound as in *Chinook* to see which pronunciation produces a recognizable word. Have them further test the word by using it in a sentence to see if it makes sense.

Sketch a picture of a car, a cob of corn, a fern, and a chair on the board and label each one.



On another part of the board, write the following words from the story.

barked	hair	warehouse	first	hearty
corner	early	backyard	heard	report
jerked	four	worried	door	wharf
stairs	curb	darkness	work	wears

Call upon pupils to pronounce each word, identify the letters that stand for the vowel sound in the word or in the stressed syllable of the word, and tell under which picture and heading the word belongs, according to the vowel sound. As each word is allocated, write it on the board under the heading named. When all the words have been dealt with, have the words under each heading pronounced again, as the pupils listen to be sure the words have been listed in the proper columns.

Recognizing and identifying the correspondence /sh/ch

Recognizing and identifying vowel sounds by r

Structural Analysis

Recognizing and
identifying prefixes
un, dis, re, pre

Make cards for the prefixes *un, dis, re, pre*. Write the following words on the board.

breakable	serve	honor	decorated
painted	move	name	friendly
courage	tend	vent	appointed
damaged	card	fix	certain

Hold up the card with *un* on it. Ask a pupil to find a word on the board to which the prefix *un* could be added. When the pupil mentions a word, hold the *un* card in front of it. Have the pupil pronounce the prefixed word and use it in an oral sentence. Continue in this manner until all the words to which *un* may be attached have been found. Then follow the same procedure with the other prefixes. Let the pupils add inflectional endings if they wish when using the words in sentences.

Syllabication

Noting
number of
syllables
heard in words

Say the following words as the pupils listen to detect the number of syllables heard in each one. Have them hold up one, two, three, four, or five fingers to indicate the number of syllables each time.

warehouses	unforgettable	scientific
catnip	disappointment	hearty
realize	stretched	excitedly
chased	doubtfully	secret
bicycle	redecorating	ached

Noting
stressed syllables
and the
effect on
vowel sounds

Write the following words on the board.

examine	hearty	warehouse	remind	unusual
forgotten	obey	certainly	spiral	doubtful

Have each word pronounced and the stressed syllable identified and underlined. Call attention to the unstressed syllables, especially those coming just before or after the stressed syllable. Have the word pronounced again, as the pupils listen to note how lightly the unstressed syllables are pronounced.

Write these words on the board.

catnip	waterfront	wonder
hearty	excitement	double
collar	doubtful	weather

Call upon pupils to tell how each word should be divided into syllables and explain why it should be divided in that way.

Now put these sentences on the board.

The heat was almost unbearable.
The leaves on the trees rustled in the breeze.
Curt had a dollar to spend at the fair.
Mom has a new leather coat.
Does that pop contain sugar?
Pat picked some buttercups for Grandma.

Ask the pupils to read each sentence to themselves. Direct attention to the underlined words and have the pupils decode them, using syllabication, phonemic, and structural principles. When the pupils have had sufficient time to decode the underlined word in each sentence, have the sentence read aloud.

Spelling

Write these sentences on the board.

Mr. Mugs will never become just an ordinary dog.
Curt and Jan love Mr. Mugs, and we do too.

Spelling
useful words:
become, too;
words with /k/ch

Have the sentences read. Call attention to the underlined words and discuss their spelling, noting that *become* is made up of the word *come* and the prefix *be*, and pointing out the double *o* in *too*. Ask volunteers to use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Dictate the following words as the pupils try to write them on their worksheets. Tell the pupils that each word contains *ch* standing for the /k/ sound as in *cat*. The words should be presented in simple sentences, and then entered in the list of useful words in the spelling notebooks.

ache, echo, Enoch, Chris, stomach

Spelling words:
bush, farther,
school

Write *bush*, *farther*, and *school* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the *u* standing for the /û/ sound as in *bush*; the *ch* standing for the /k/ sound and the double *o* in *school*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as the following.

Tiger was hiding behind a bush. bush

Mr. Mugs went farther away from home than he ever had before. farther

The children played with Mr. Mugs after school. school

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Encourage the pupils to review their difficult words often.

Spelling words
in dictated
sentences

Read each sentence to the pupils. Then dictate each sentence slowly and clearly as the pupils try to write it on their worksheets.

Mr. Mugs chased Tiger around the block.

The dog was living with two families at the same time.

He was pleased when he saw the police car.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — words denoting sequence of events.

— exclamatory sentences

— command sentences

— paragraphing; indentations

Discriminating between finished and unfinished sentences and questions; using a variety of words to complete sentences and questions (reading)

Producing, recognizing, and identifying exclamatory sentences

Producing, recognizing, and identifying command sentences

Using, recognizing, and identifying connectives and sequence words to produce complex sentences

Using, recognizing, and identifying past tenses *saw, seen, went, gone, did, done*

Punctuating a paragraph: periods, exclamation points, quotation marks, and commas with direct speech

Producing, recognizing, and identifying alphabetic sequence

Materials Needed

The readers

Lined papers and/or notebook for each child in the group

Cards for the words required under Dictionary Skills

Sentence Awareness

Recognizing and
identifying words
denoting sequence
of events

Have the pupils turn to page 6 of the reader selection and read the first paragraph. "What does this part of the story tell you about?"

"Did Mommy come downstairs first or did she give Mr. Mugs a pat on the head first? Read aloud the part of the sentence that tells that Mommy came downstairs first. What word helps you understand that Mommy came downstairs first?" (When) "Read the part of the sentence that tells what Mommy did right after she came downstairs."

Ask the children to read the second paragraph on page 6. "Find the sentence in which Daddy tells Mr. Mugs about his collar. Did Daddy tell Mr. Mugs that he would have his collar back on after a long time or after a short time? What word tells you that Mr. Mugs will have his collar back after only a short time? Read the sentence aloud for us. How will you say the word *Soon* to help us understand that it will only be a short time before Mr. Mugs has his collar back on?"

"Now turn to page 7 and read the first three sentences. What happened in this part of the story?"

"Mr. Mugs would trot down the street until he was seven blocks from home. What was the very next thing he would do? Find the sentence that tells you the very next thing. What word in this sentence tells you that this was the very next thing that Mr. Mugs would do. How can you read the word *Then* and the rest of the sentence to help us understand this?"

"Read the first paragraph on page 8. What three things does this paragraph tell you about?"

"What is the first thing that Mr. Higgins would do? Find the sentence that tells you the first thing. What word tells you that this is the first thing he would do? How can you read the word *First* and the rest of the sentence to help us understand this?"

"What would Mr. Higgins do next? Find the sentence that tells you the next thing. What word tells you that this is the next thing he would do? How can you read the word *Then* and the rest of the sentence to help us understand this?"

"What is the next thing that would happen? Find the sentence that tells you. What word tells you that this is the next thing? How can you read the word *Later* and the rest of the sentence to help us understand this?"

"Now turn to page 11 and read the last sentence. What does this part of the story tell you?"

"Did Captain Maloney come running out of the police station before he heard the excitement, right after he heard the excitement, or a long time after he heard the excitement? What word helps you understand that Captain Maloney came running out of the station right after he heard the excitement? Read the part of the story that tells when Captain Maloney came running out of the police station."

Have the children turn to page 14 and read the last paragraph. "What two things happened in this part of the story?"

"Did Jan nod her head and Mr. Mugs wag his tail at the same time or one after the other? What word helps you understand that they did these two things at the same time? Read the part of the story that tells what happened at the same time that Mugs wagged his tail."

"Have the pupils turn to page 11 and find the sentence that ends with an exclamation point. "Who is speaking in this sentence? Why do you think Jan's words end with an exclamation point? How do you think Jan felt as she said these words? Read the sentence the way you think Jan said it." Have the pupils find and read other exclamations in the story.

Ask the children to turn to page 6 and find two command sentences in the third paragraph. If necessary, review what command sentences are.

Ask the pupils how many paragraphs there are on page 6. Have them explain how they know the number of paragraphs there are. Elicit that the first sentence of each paragraph is indented. Then discuss with the group the reasons why a new paragraph was begun in each case.

Sentence Building

Write the following incomplete sentences and question on the chalkboard.

One morning Mr. Mugs
Curt gave Mr. Mugs
How is
When Captain Maloney
The first store in the shopping center

Recognizing and
identifying
exclamatory
sentences

Recognizing and
identifying command
sentences

Recognizing and
identifying
paragraphing;
indentations

Discriminating
between finished
and unfinished
sentences and
questions; using
a variety of words
to complete
sentences and
questions (reading)

Refer to the first sentence on the board. Have a volunteer read it aloud, ending with an unfinished inflection of the voice as the other children read silently. Have the children tell whether or not the sentence is finished and explain how they know that it is not finished. Have them suggest some words to finish the sentence.

For the first sentence, you might say to the children, "Do these words tell what someone did or do they tell who did something? What part of a sentence did you read, the 'doing part' or the 'name part'? What part is missing?"

"What 'doing words' can you put with the words on the board to finish the sentence?" Write the words that the children suggest at the end of the sentence on the chalkboard. Have a child read the sentence aloud ending with a finished inflection of the voice. "Is this sentence finished now? Does it make sense? Why?"

Continue in the same manner with the rest of the sentences.

Write the following sentences on the chalkboard and have the pupils read them silently and aloud.

*Producing,
recognizing, and
identifying
exclamatory
sentences*

1. Look out Here comes Mr. Mugs
2. Who is Jimpson John
3. It's about time you were getting home
4. What a hot day
5. The dog wears a name tag
6. We're so excited about seeing Mr. Mugs again

Have the pupils identify each exclamatory sentence and punctuate it. Encourage them to explain how they know it is an exclamation. Then have them punctuate the rest of the sentences.

Direct the pupils to compose two or three exclamatory sentences of their own and write them on their papers.

Write the following sentences on the chalkboard and have the children tell which ones are command sentences. Then have them compose two or three command sentences of their own and write them on their papers.

1. Come here Jimpson John.
2. What did Mr. Higgins say?
3. Put the bike in the garage.
4. Don't cross the street.
5. Ring the bell loudly.

*Producing,
recognizing, and
identifying
command sentences*

Write the following exercise on the chalkboard. Have the pupils read the connectives and the story silently and aloud.

before as when until after if

Every night Mr. Mugs waited for darkness ____ he went down the street. He would trot down the street ____ he was seven blocks from home. One day everyone became worried ____ Mr. Mugs didn't come home.

The police captain told Mommy he would call her ____ he found Mr. Mugs. A police officer took Mr. Mugs to the station ____ he saw him by the river. Captain Maloney called Mommy ____ the officer brought Mr. Mugs to the station.

Mr. Mugs was very playful ____ he saw Curt and Jan. ____ Daddy talked to Captain Maloney, he returned Mugs to Curt and Jan. ____ Jan hugged Mr. Mugs, he wagged his tail. ____ Mugs gets lost again, Curt and Jan will be unhappy. Now Mr. Higgins won't see Mr. Mugs ____ Jan brings him for a visit.

Direct the pupils to copy the story on their papers, inserting one of the connectives in each blank space. Some connectives will be added at the beginning of a sentence, others in the middle. Remind the children to capitalize the connectives that begin sentences. More than one connective may be used correctly in most of the sentences. Give whatever guidance is necessary to have the children form the complex sentences. When the exercise is finished, have the children add the connectives on the chalkboard and read the completed story aloud.

Write the following exercise on the chalkboard and have the pupils read the paragraphs silently and aloud.

*Recognizing,
identifying, and
using past tenses
saw, seen, went,
gone, did, done*

saw seen

Maria _____ the pet show on TV. Curt and Jan have _____ it many times. Kate had _____ it a long time ago. Mr. Mugs has _____ it too. Dan and Jane _____ it today. Ken _____ it too.

went gone

One morning, Curt and Jan _____ to school. Their new friends _____ with them. Pat and Nick had _____ early. They all _____ to school together most days. Mr. Mugs waited until Curt and Jan had _____. Then he _____ to the schoolyard. Now he has _____ to school too.

did done

Mary _____ the dishes today. Paul has _____ the dishes many times too. This time he _____ the drying. Then Paul _____ his homework. He had already _____ his reading when his mother asked him about it.

For each paragraph, direct the children to name the word that correctly completes each sentence. Write the word in the blank space, or let a child do so, and have the sentence read again. Have the completed paragraph read aloud. You may wish to have the pupils complete the third paragraph on their lined papers.

Punctuation

Write the following paragraph on the chalkboard and have the children add the necessary punctuation, or have the pupils copy the paragraph on their papers, adding the punctuation as they do so. Give the pupils whatever guidance they need to complete the exercise correctly.

Nan and Jim went to the zoo They saw huge bears and funny monkeys. Nan cried Look at the monkey hanging by his tail Then they went to see the lions tigers and panthers Do you think they will roar or will they be asleep asked Nan

Dictionary Skills

Prepare two or three word cards for each of the following words: *secret, shining, bicycle, realize, door, day, bottom, first, would, tracks, head, chest, clock, paws, police, man, meant, collar, neck, nice.*

Give about six cards to each child in the group and make sure that the pupil has at least two cards beginning with the same letter. Direct the pupils to put the cards in alphabetical order. Have the pupils repeat the process several times, using different word cards each time. If necessary, review with the children that when they alphabetize words beginning with the same first letters they must refer to the second letters in the words to establish the correct order.

*Punctuating
a paragraph:
periods,
exclamation marks,
quotation marks,
and commas*

*Producing,
recognizing, and
identifying
alphabetic
sequence*

WRITING

Objectives

Learning to write the letters *P* and *R*

Recognizing and identifying topic sentences in paragraphs

Developing cooperative paragraph; writing topic sentence

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebook for each child in the group

Lined papers and/or notebooks for Personal Writing

Personal Journals

Handwriting

*Learning to write
the letters P and R*

For this writing lesson, teach the pupils how to write the upper-case form of the letters *P* and *R*. Follow the procedures established in the lessons for "The Bear Who Stole the Chinook" and "The Magic Mill" at the beginning of this guidebook.

First, demonstrate the writing of the letter *P* two or three times at the lined chalkboard. Then continue with the demonstration and practice procedure suggested in the aforementioned lessons.



When the pupils have shown that they can write the letter correctly, have them practice the following words and sentences. Use the pertinent portions of the procedure suggested for the demonstration and practice of a single letter. Give the pupils whatever guidance is necessary to form the capital letter and the lower-case combinations correctly.

Patrick

Pimocchio

Prince Edward Island

We read a story

about Phoebus Apollo

Peter Porter lives on Paul Ave.

Follow the suggested procedure to teach the children how to write the upper-case form of the letter *R*.



When the pupils can write the letter *R* correctly, have them practice the following words and sentences. In each case, be sure the children can write the word or sentence correctly before practicing the next one. Pay particular attention to the formation of the joining strokes.

Regina

Randy

Rumpelstiltskin

Rose is going to the

Rocky Mountains

Remember Rick's birthday

Directed Writing

Write the following paragraphs on the chalkboard and have the pupils read them silently and aloud.

Mr. Mugs liked to chase Tiger. He chased Tiger through the lumberyard and across the railroad tracks. Then he chased the cat behind some warehouses and down the hill to the river. Sometimes Mr. Mugs chased Tiger all the way home.

Curt and Jan played on the swings in the park. Then Curt had fun running around the jogging track, while Jan played baseball with her friends. In the afternoon they rode their bikes from one end of the park to the other. Before they went home they rode on the teeter-totter for almost an hour. Jan and Curt enjoyed their day in the park.

Have the children find the sentence in the first paragraph that tells about all the other sentences. Elicit that the first sentence tells about all the other sentences and that it is called the *topic sentence*. Encourage the pupils to explain in their own words how they know that the first sentence is the topic sentence. Help the children to understand the relationship between the topic sentence and the other sentences in the paragraph.

In a similar manner, have the pupils identify and discuss the topic sentence in the second paragraph (last sentence). Elicit that the first or the last sentence in a paragraph may be the topic sentence.

With the pupils, develop a chalkboard paragraph about a topic such as one of the following:

Mr. Mugs' secret life
going to the zoo
going to the farm
washing the dishes after supper
reading animal stories

*Recognizing and
identifying topic
sentences in
paragraphs*

*Developing
cooperative
paragraph;
writing topic
sentence*

Have the children select one of the topics for their paragraph. Discuss the topic briefly, eliciting what the different details might be in developing the topic. Use the discussion as a basis for the paragraph. Encourage the pupils to suggest a topic sentence and developing sentences. The topic sentence may be the first or the last sentence. Elicit that the topic sentence tells about all the other sentences, and that all the other sentences in the paragraph give more information about the topic sentence. Then have the pupils suggest a title for the paragraph.

Recall with the group that topic sentences are usually found in paragraphs that contain factual material or information, and are not usually found in paragraphs that are part of imaginary stories.

If the children select "reading animal stories" as the topic for their paragraph, the completed paragraph might be somewhat as follows.

Reading Animal Stories

Our class likes to read stories about animals. The last story we read together was about a bear who liked to run in the snow instead of going to sleep for the winter. Mary and Claudio read a story about a family of raccoons, and Anna read a story about a dog and a cat who were friends. Now we are going to the library to find some books about jungle animals.



Creative Writing

Personal Writing

Have the children write paragraphs about one of the topics suggested in the Directed Writing section of this lesson or about any other topic of their choice. Encourage them to write their own topic sentences. If there are some pupils who are still not able to formulate topic sentences, simply have them write two, three, or more related sentences about the topic selected. Remind the pupils to indent the first sentence of each of their paragraphs.

Suggest that the children write other "Secret Life" stories. For example:

Tiger's Secret Life

The Secret Life of Jimpson John

The Secret Life of Rocky the Raccoon
The Secret Life of a Catnip Mouse
More About Mr. Mugs' Secret Life

Some pupils might like to write a comic-strip version of the reader selection. Others might enjoy writing stories or poems called "If I Had a Secret Life."

Have the children write a story telling how Mr. Higgins came to adopt Mr. Mugs as his pet and call him Jimpson John.

Personal Journal

Provide further writing time for those children who wish to make entries in their Personal Journals.

For details on Personal Writing and Personal Journal writing, refer to the lessons for "The Bear Who Stole the Chinook" and "The Magic Mill" at the beginning of this guidebook.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying the phoneme-grapheme correspondences /ch/ch, /k/ch, /sh/ch

Recognizing and identifying prefixes *un, dis, re, pre*

Recognizing the number of syllables in words

Deliveries

Objective

Recognizing and identifying correspondences /ch/ch, /k/ch, /sh/ch

Number of Players

One

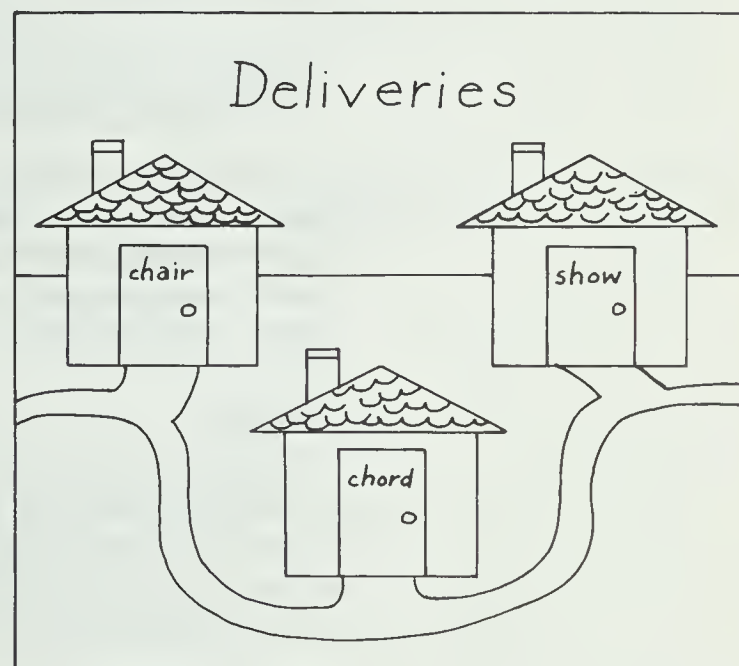
Materials Needed

One "Deliveries" board

A set of word cards with words such as *change, much, child, chili, lunch, cheese; Christine, echo, headache, school, schooner, choral, chorus; Chinook, crochet, chef, chauffeur, machine, chenille*

Procedure

The player delivers each card to the correct house by matching the word on the card with the key word on each house.



*Decoding Skills:
Phonemic Analysis*

Man in the Moon

Objective

Recognizing and identifying prefixes
un, dis, re, pre

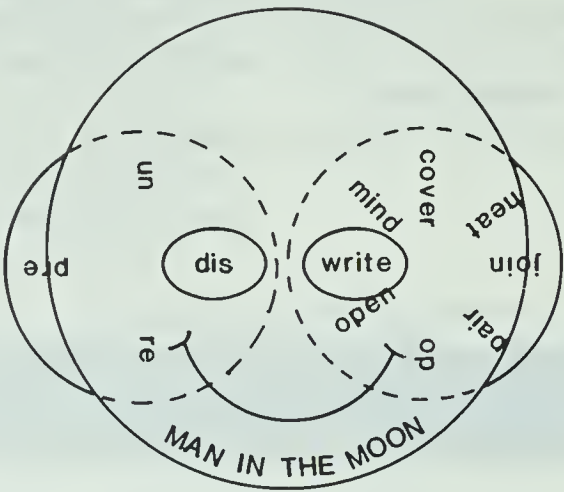
Number of Players

One

Materials Needed

One "Man in the Moon" board with two bottom dials, one under each eye.
Dial under left eye contains prefixes *un, dis, re, pre*; dial under right eye contains root words such as *count, approve, comfortable, cover, obey, caution, heat, pay, serve, move, open, mind, join, pair, do, grateful, healthy*

Lined paper for recording words



Procedure

The player rotates the dials to see how many words she or he can make. Each word made is recorded on the lined paper.

Secret Paths

Objective

Recognizing the number of syllables in words

Number of Players

Two to Four

Materials Needed

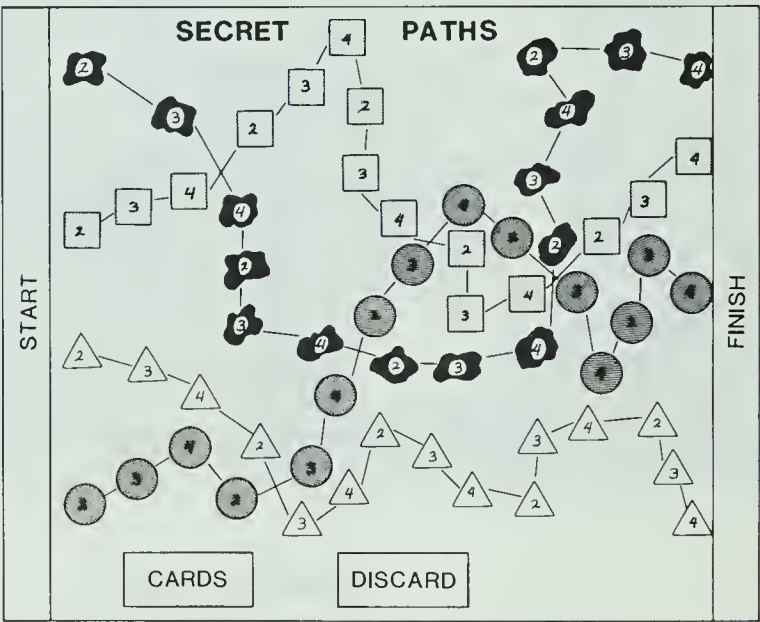
One "Secret Paths" board with four differently colored and differently shaped stepping stone paths

One place marker per player

A set of word cards containing multisyllable words such as *ungrateful, prefix, unbreakable, friendly, echo, award, scientist, hotel*

Procedure

Each player takes one of the colored paths. The cards are shuffled and placed face down on the board. Each player in turn takes a card, reads the word, and states the number of syllables in the word. If correct, the player moves her or his marker ahead to the next stone on her or his path that corresponds to the number of syllables in the word. If incorrect, the player remains in her or his original place. The first player to reach the finish line is the winner.



Objectives

- Discussing slides and sliding
- Listening to the poem
- Noting sound words
- Reading interpretively
- Discussing other playground equipment and games
- Interpreting the poem through painting pictures, making a mural, writing poems

Responding to Poetry

Have the children locate the title in the table of contents and suggest what the poem might be about. Allow a brief discussion about personal experiences with sliding and the various kinds of slides the pupils have seen. “Do you like to go down slides? Why? How does sliding make you feel? Have you ever gone down an especially high or winding slide? Have you ever gone down a fast slide at a fair? If so, tell about it. Would a slide in a lake be fun to play on? Why? What are some sliding safety rules?” Then suggest that they listen to hear what the poet has to say about a slippery slide.

“As I read, close your eyes and imagine going down a slide. Which words in the poem make the feeling of sliding seem real to you?” When you finish reading, let the children discuss this question and express their reactions to the poem. “Does the poet feel the way you do about sliding? Do you like the poem? Why or why not?”

Read the poem again as the children follow along in their books. “What sounds has the poet used often in this poem?” The children will probably notice the *s* and *sh* sounds. “Why do you think the poet repeated these sounds? How is the letter *s* itself like a slide?”

“What sound words can you find in the poem?”

“Read aloud lines of the poem which you particularly like. Tell why you chose the lines you did.”

Let the children take turns reading the poem aloud. “How can you make your voice show the fun you are having while you are sliding?”

“Tell about other pieces of playground equipment you like to play on. What words could you use to describe your movements on these things? What words describe the feelings you have as you play?” List the children’s suggestions on the chalkboard.

Have the children write poems about playing in the playground. Encourage them to refer to the words in the list made earlier.

Ask the children to paint pictures to illustrate their poems. The group may wish to work together on a playground mural showing as many activities and games going on as possible. The children could then make a display of their poems and art work.

COMPREHENSION

Using the table of contents
 Discussing the title
 Formulating questions
 Observing picture details
 Recalling details; verifying answers
 Predicting
 Valuing
 Reading interpretively
 Discussing the narrator
 Expressing opinions
 Recognizing and identifying
 cause-and-effect relationships
 Summarizing the story
 Recognizing and identifying main idea
 Listening to recall sequence

INTEGRATIVE OPTIONS

Valuing — discussing habits
 Books — reading independently

DECODING SKILLS

Recognizing and identifying new words
 Recognizing and identifying word relationships
 Recognizing and identifying the phoneme-grapheme correspondences
 /u/u, /u/ou, /û/oo, /û/u, /ü/oo,
 /ü/ou, /ü/ew, /ü/ue, /û/u-e
 Recognizing and identifying suffixes
 *Recognizing and identifying the suffix *ish*
 Dividing into syllables words with single medial consonants; applying syllabication to decoding
 Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — use of connectives — pronouns and their antecedents
 Producing, recognizing, and identifying complex and compound sentence patterns using the connectives *and*, *because*, *but*, and *or*
 Using, recognizing, and identifying the past tenses *went* and *gone*
 Using, recognizing, and identifying subjects and predicates; developing awareness of agreement of number
 Using, recognizing, and identifying pronouns and their antecedents
 Using, recognizing, and identifying adverbs
 Producing, recognizing, and identifying alphabetic sequence; alphabetizing to the second and third letters

WRITING

Learning to write the letters *B* and *L*
 Developing cooperative paragraph; writing topic sentence
 Recognizing and identifying clear and complete directions; following directions
 Evaluating directions; rewriting directions to make them clear and complete
 Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying suffixes
 Recognizing and identifying useful and spelling words
 Recognizing syllables in words

Literary Appreciation**

Relating picture and story
 Valuing the story
 Reading interpretively
 Discussing narrator role
 Discussing reality of characters
 Drawing inferences about story characters

Listening**

Listening attentively in discussions
 Listening to interpretive reading
 Listening to recall sequence
 Listening to identify phoneme-grapheme correspondences /u/u, /u/ou, /û/oo, /û/u, /ü/oo, /ü/ou, /ü/ew, /ü/ue, /û/u-e
 Listening to divide into syllables words with single medial consonants
 Listening to spell words

COMPREHENSION

Objectives

- Using the table of contents
- Discussing the title
- Formulating questions
- Observing picture details
- Recalling details; verifying answers
- Predicting
- Valuing
- Reading interpretively
- Discussing the narrator
- Expressing opinions
- Recognizing and identifying cause-and-effect relationships
- Summarizing the story
- Recognizing and identifying main idea
- Listening to recall sequence

Developing Pupil Inquiry

Using the table of contents

Have the children turn to the table of contents and find the title of the next selection. Ask a volunteer from the group to read the title.

Discussing the title

“What do you think the title means?” Let the children speculate briefly on what the story might be about. “What do you do when you ‘quit’ something? What things do you do that you wish you could quit? Do your parents or friends ever ask you to quit doing something you do? If so, tell us about it. Have you tried quitting any of these things? How did you go about it? How might someone make a deal about quitting?”

Formulating questions

Ask the children what questions they would like to pose about this story. They will probably ask

- What does the person in the story want to quit doing?
- What deal does this person make?
- Is the person successful at quitting?

Observing picture details

“On what page does the story begin?” Have the children look at the pictures in the story to see if they can find out what the characters want to quit.

Reading; recalling details

Then have the children read the first paragraph on page 16. When they finish reading, ask “Who makes the quitting deal? What things do they want to quit doing? Why do they think they should quit these habits?”

Predicting; expressing opinions

“How do you think the girl and her mother will go about quitting these habits? What suggestions would you give them?”

The children’s ideas should be listed on the chalkboard.

Developing Pupil Inquiry

Reading; valuing

Have the children read the entire story silently. When they finish reading, ask, “Did you like this story? Why or why not?”

Refer back to the list of suggestions. “Did Jennifer and her mother do any of the things you mentioned?”

Recalling details; verifying answers

Ask the children whether they found the answers to their questions and have them tell what the answers are. Where applicable, direct them to verify their answers by reading aloud the relevant story lines.

Reading interpretively

“Find a part of the story that you particularly enjoyed and read it the way you think Jennifer might tell it. By the expression in your voice try to show your listeners how you are feeling.”

Synthesizing

*Discussing
the narrator*

*Expressing
opinions*

*Recalling details;
valuing*

Drawing

*inferences;
expressing*

opinions

Valuing

1. "Which character is telling the story? How has the author made it seem like a young girl is really telling it?" (The use of incomplete sentences in the story could be discussed at this point.)
2. "Did all the characters in the story seem real to you? Why or why not?"
3. "What cures did Jennifer and her mother use to try to quit their habits? Which of these seemed like the best idea to you? Why did each cure fail?"
4. "Why hadn't Jennifer and her mother been successful at quitting by the end of the story? What did they decide to do? What advice would you give them? Do you think they ever stopped these habits? Why?"
5. "Do you think Jennifer and her mother learned a lesson in the story? What was it?"

Developing Comprehension, Research, and Listening Skills

*Recognizing and
identifying
cause-and-effect
relationships*

Critical Comprehension. Write the exercise below on the chalkboard or duplicate copies of it to distribute to the children. Have the children read each sentence carefully. They are then to underline the part of each sentence that tells "what happens" or the effect and circle the part that tells "why it happens" or the cause.

1. Jennifer wanted to quit sucking her thumb because her new teeth would not come in straight.
2. Because Jennifer's mother smoked, she coughed a lot.
3. Jennifer and her mother wanted to help one another quit these habits, so they made a sticking-together plan.
4. Jennifer and her mother ate a lot of candies one day, because they thought it would help them quit smoking and thumb-sucking.
5. Because Jennifer's mother began to eat instead of smoke, she began to get fat.
6. Since Jennifer's father wanted to help her and her mother, he offered them rewards for quitting their habits.

*Summarizing
the story*

Critical Comprehension. Write the sentences below on the chalkboard. Have the children read them and decide which best summarizes the "Holding Hands Cure":

Jennifer and her mother needed their hands loose for building a block city and cooking dinner.

Jennifer and her mother liked holding hands with one another.

Jennifer and her mother decided to hold hands whenever they felt like smoking or thumb-sucking.

Then ask the pupils to write sentences that summarize each of the other "cures" in the story.

*Recognizing
and identifying
main idea*

Critical Comprehension. Duplicate copies of the following paragraphs for the children. Ask them to read each paragraph, decide what the main idea of it is, and then identify and cross out the sentence that does not belong in the paragraph.

1. Jennifer's mother wanted to quit smoking. She knew that doctors say smoking is bad for you. The smoke made the house very smelly. She also didn't like the way she often burned holes in the furniture with her cigarettes. Jennifer's baby brother was named Stanley.

2. Jennifer bought a big bag of sucking candies for herself and her mother. She got them at the candy store around the corner. One day Jennifer found a dime on the sidewalk in front of the candy store. She picked out many colors and flavors of candies for herself and her mother. There were 115 candies in all in the bag.

3. Jennifer had always wanted to take ballet lessons. Jennifer liked reading, watching TV, and riding her bicycle too. Many of her friends at school took dancing lessons and told Jennifer all about them. The happiest day of Jennifer's life was when she got her first pair of ballet slippers.

4. When Jennifer's mother stopped smoking, she wanted to eat all the time. She ate tangerines, crackers, peanuts, chocolate bars, and all the left-overs in the refrigerator. Soon she began to get fatter and her clothes didn't fit any more. "I need to go on a diet!" she said. Jennifer's mother had tried to stop smoking three times before.

Listening. Have the children sit in a circle, the larger the group, the better the game. Begin by posing the following question to a child, “Who ate the cookies in the cookie jar?” That child (Sandy) answers, naming someone in the group, “Billy ate the cookies in the cookie jar.” Billy answers “Not me.” Sandy replies “Then who?” Billy names someone else in the group: “Marie ate the cookies in the cookie jar.” Marie then replies, “Not Billy, not me.” As each new pupil is challenged by the previous one, all those who have gone before must be named in correct sequence. For example, the fifth pupil to be challenged would answer, “Not Billy, not Marie, not Jamie, not me.” When the proper sequence is missed, the game begins again. The challenge in this game is to see how long it can be kept going before the sequence is missed.

INTEGRATIVE OPTIONS

Valuing

Discussing Habits. “What habits do you have that you would like to change? Think about other things in your day-to-day behavior. What things don’t you do that you think you should? What things do you do that you think you shouldn’t?” Have the children make a list of their ideas. “Choose some things from your list that you would like to share and discuss with the rest of the group.” Let the children share their experiences and discuss any suggestions they may have that they feel will be helpful to their classmates. To encourage the children and make them feel more at ease, you may wish to participate in the discussion yourself. It is important to keep this activity on a purely volunteer basis.

Book Center

Editors of Children’s Express Magazine. *Listen to Us*. Workman.
Young reporters interview their peers on a variety of subjects.

Cole, William. *I’m Mad at You*. Collins and World.
Collection of light poems about emotions ranging from pique to rage.

Goffstein, M. B. *Family Scrapbook*. Farrar, Straus, & Giroux.
A collection of stories narrated by a girl about important moments in her young life.

Wilkerson, Charles. *The Dumb Thumb*. Academy Press.
A boy conquers the thumb-sucking habit.

DECODING SKILLS

Objectives

- Recognizing and identifying new words, using context
- Recognizing and identifying word relationships
- Recognizing and identifying the phoneme-grapheme correspondences /u/u, /u/ou, /ù/oo, /ù/u, /ü/oo, /ü/ou, /ü/ew, /ü/ue, /ū/u-e
- Recognizing and identifying suffixes
- *Recognizing and identifying the suffix *ish*
- Dividing into syllables words with single medial consonants; applying syllabication to decoding
- Observing the spelling of useful words
- Observing the spelling of spelling words
- Spelling words in dictated sentences
- *Introduction to a new element

Materials Needed

A set of cards numbered 1-9 for each pupil
Lined worksheets for the spelling activities
Spelling notebooks

Word Meaning

New Words: *cough, cure, allowance, comforting, tangerines, ballet*

Decodable Words: *mention, cigarette, pajamas, Judy, Jennifer's, dollars, Judith, hamburger, diet, cinnamon, coffee, ridiculous, altogether*

Enrichment Words: *sofa cushion, cavities, twitchy, gnawing, period*

Write the following words and sentences on the board. Give each pupil a set of cards numbered 1-9.

1. cough
2. cure
3. quit
4. deal
5. allowance
6. comforting
7. tangerines
8. ballet
9. cigarettes

Jenny saved her _____ until she had five dollars.

It's easier to peel _____ than oranges.

That cold left me with a bad _____.

They watched the _____ dancers on TV.

Did that medicine _____ your stomach ache?

It is _____ to have Mommy put her arms around you when you're scared.

Ask the pupils to read each sentence, find on the board a word that will complete it, and hold up the card with the number of that word on it. When a word has been decided upon, write it in the blank and have the completed sentence read as the pupils listen to be sure the correct word has been selected.

When all the sentences have been completed, the words *quit*, *deal*, and *cigarette* will remain unused. Call upon volunteers to use these words in oral sentences.

Write the following groups of words on the board. Have the pupils tell the general category of each group and suggest another word that could be included in the group.

ache, pain, hurt
oranges, lemons, grapefruit
red, orange, green
dentist, teeth, fillings
penny, nickel, dollar

Phonemic Analysis

Write the following words on the board: *cup, country, bush, book, shoot, soup, blue, flew, huge*.

Have each word pronounced and the letters that stand for the vowel sounds identified. Elicit that *u* and *ou* may stand for the sound heard in *cup*; that *u* and *oo* may stand for the sound heard in *book*; that *oo*, *ou*, *ue*, and *ew* may stand for the sound heard in *shoot*; and that *u* in a word or syllable that ends in *e* may stand for the sound heard in *huge*.

Write these rows of words on the board.

1. cup: trouble, brush, pull, touch, duck
2. shoot: loose, group, shook, true, chew
3. huge: bugle, music, bus, uniform, push
4. bush: rush, butcher, sugar, cookies, wool
5. shoot: you, grew, wood, roof, clue

Recognizing
and identifying
new words, using
context

Recognizing and
identifying word
relationships

Recognizing and
identifying the
correspondences
/u/u, /u/ou, /ü/oo,
/ü/u, /ü/oo, /ü/ou,
/ü/ew, /ü/ue, /ü/u-e

6. cup: young, study, enough, through, lunch
7. bush: brush, pudding, sugar, stupid, pull
8. huge: use, bubble, museum, duty, usual

Call upon pupils to read each horizontal row aloud, then name each word that has the same vowel sound as the underlined key word at the beginning of the row, and identify the letter or letters that stand for the sound.

Structural Analysis

Recognizing
and identifying
suffixes

Recall with the pupils that a suffix is a syllable added to the end of a root word and affects the meaning and the use of the word. Write the following words on the board and have the root word and the suffix identified in each one. Ask the pupils to explain any changes in spelling that occur when the suffix is added to certain words.

beautiful	harder	swimmer	comfortable
fearless	lonely	woolen	greediness
happiest	sadness	sillier	dangerous
thankful	teacher	cupful	enjoyment
bravest	coldest	user	invention

Recognizing
and identifying
the suffix *ish*

Now write these sentences on the board.

It is foolish to suck your thumb.
Selfish people think only of themselves.
 Those glasses give Jim an owlish look.
 Jenny's slacks are greenish blue.
 Dad's new suit is reddish brown.

Have the sentences read. Call attention to the underlined words and have the part that is the same in all of them identified. Discuss with the pupils the meaning of *ish* in these words. Help them to see that *ish* is a suffix that can be added to root words to make them describing words.

Write these sentences on the board.

People born in England are called English people.
 People born in Scotland are called Scottish people.

Have the sentences read and lead the pupils to see that *ish* can be added to the names, or part of the names, of some countries to describe the people of a country. Read the following sentences and have the pupils supply the missing word.

People born in Poland are _____ people.
 People born in Ireland are _____ people.
 People born in Spain are _____ people.
 People born in Sweden are _____ people.

Write *reddish* and *whitish* on the board. Have the root word and suffix identified in each one, and note that the same rules apply to *ish* as to other suffixes beginning with a vowel — if a one-syllable word ends in a single consonant, that consonant is doubled when *ish* is added; if a word ends in *e*, the *e* is dropped before *ish* is added.

For additional practice, write these words on the board. Call on pupils to add *ish* to each word and spell the resulting suffixed word.

child	sheep	bear
boy	pink	kitten
girl	warm	wolf

Have some of the words used in oral sentences.

Dividing
into syllables
words with
single medial
consonants;
applying
syllabication
to decoding

Syllabication

Write these words on the board. Call upon pupils to pronounce each word, tell where it should be divided into syllables, and explain why it should be divided in that way.

finish notice final seven

Place these unfamiliar words on the board.

sofa habit fever cider medal

Have the pupils decode each word by first dividing after the consonant and using the unglided vowel sound in the first syllable, then dividing before the consonant and using the glided vowel sound in the first syllable, to see which produces a recognizable word. When all the words have been decoded, let volunteers use them in oral sentences.

Spelling

Write these sentences on the board.

She went to the store to buy some candies.

What color do you like best?

Have the sentences read and call attention to the underlined words. Discuss the spelling of the words, noting the *u* in *buy* and the *o* standing for the unglided /u/ sound in the first syllable of *color*. Ask pupils to use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Dictate the following words as the pupils try to write them on their worksheets. The words should be presented in simple sentences, and then entered in the list of useful words in the spelling notebooks.

foolish, boyish, selfish, girlish, brownish, childish

Write *cure*, *quit*, and *thumb* on the board and have them pronounced. Discuss the spelling of each word, noting the *u* and the final *e* in *cure*; the *qu* in *quit*; and the final *b* which does not represent a sound in *thumb*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as these.

A bad habit is hard to cure. cure

Dad quits work at four o'clock. quits

Did you ever suck your thumb? thumb

If a pupil misspells a word, have him or her enter it in his or her spelling notebook.

Read each sentence; then dictate it slowly and clearly as the pupils try to write it on their worksheets.

The selfish girl kept all the candies for herself.

It is foolish and childish to sulk when you don't get your own way.

The walls of my bedroom are yellowish green.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — use of connectives

— pronouns and their antecedents

Producing, recognizing, and identifying complex and compound sentence patterns using the connectives *and*, *because*, *but*, and *or*

Using, recognizing, and identifying the past tenses *went* and *gone*

Using, recognizing, and identifying subjects and predicates; developing awareness of agreement of number

Using, recognizing, and identifying pronouns and their antecedents

Using, recognizing, and identifying adverbs

Producing, recognizing, and identifying alphabetic sequence; alphabetizing to the second and third letters

Spelling
useful words:
buy, color;
words with suffix
ish

Spelling words:
cure, quit,
thumb

Spelling words
in dictated
sentences

Materials Needed

The readers
Lined papers and/or pupil notebooks

Recognizing and
identifying use
of connectives in
text sentences

Have the pupils turn to page 16 and read the second sentence. Ask them to find the joining word *because*. Elicit that the word *because* joins the two parts of the sentence *She wants me to quit sucking my thumb* and *I'm getting too big for such baby stuff*.

Have the pupils turn to page 18 and read the first four lines in the second paragraph. Have them find the connective *but* in the second sentence. Elicit that the word *but* joins the two parts of the sentence *She wasn't smoking* and *she looked awfully sad*.

Ask the children to read the last paragraph on page 18 and have them find the connective *and*. Elicit that the word *and* joins the two parts of the sentence *First Mommy sucked a red one* and *then she sucked an orange one*. In a similar fashion, have the pupils discuss the use of the connective *or* in the last paragraph on page 22. Then have the children find the above connectives in other sentences in the story. Discuss with the children their use and the effect they have on the meaning of the sentences.

Ask the children to turn to page 16 in their readers and have them read the first two sentences. Direct attention to the pronoun *She* at the beginning of the second sentence. With the group, establish that *She* replaces the word *Mommy* at the beginning of the first sentence.

Continue in the same manner with the following pronouns:

Page 18, second paragraph, second sentence, the pronoun *She*

Page 19, last line, the pronoun *He*

Page 21, first complete paragraph, second sentence, the pronoun *you*

Page 21, last paragraph, second sentence, the pronoun *you*

Page 22, first complete paragraph, the pronoun *we*

Page 24, second paragraph, the pronoun *him*

Page 24, third paragraph, the pronoun *us*

Recognizing and
identifying
pronouns and their
antecedents

Producing,
recognizing, and
identifying
complex
and compound
sentence patterns
using the
connectives and,
because, but,
and or

Sentence Building

Write the following exercise on the chalkboard. Have the children read silently the connectives at the top and each pair of sentences that follows.

Direct the children to form each pair of sentences into one sentence with the use of one of the connectives listed at the beginning of the exercise. Write the newly formed sentence on the chalkboard as it is given by the pupils. Then have them note what changes occurred in punctuation, capitalization, wording, and meaning. Either connective may be used correctly in most of the sentences.

and or

1. On her birthday, Jennifer will go to the zoo. On her birthday, Jennifer will go to a show.
2. Do you like peanuts? Do you like crackers?
3. Annie went to her friend's house. Annie knocked on the door.
4. Kate bought a new hat. Kate bought a new coat.
5. Will you play with Mr. Mugs? Will you play with Tiger?

Write the following story on the chalkboard and have the pupils read it silently. Then direct them to read each sentence aloud and insert one of the connectives in the blank space. Let a child write the connective in the proper place on the chalkboard and have the sentence read again. Then have the completed story read aloud. More than one connective may be used correctly in most of the sentences.

because but and or

Jennifer wanted to quit sucking her thumb _____ her new teeth might not come in straight. Daddy and Jennifer wanted Mommy to quit smoking _____ the doctor said it was terrible for her. The next morning Mommy wasn't smoking _____ she looked awfully sad. After a while, Jennifer wasn't sucking her thumb as much _____ she might get cavities from eating a lot of candies.

Using,
recognizing, and
identifying
the past
tenses went and
gone

Often Mommy ate tangerines and crackers ____ peanuts and chocolate bars to keep from smoking. Soon Mommy looked like a hamburger bun ____ her clothes didn't fit. After she went on a diet, she didn't eat much ____ smile much. Finally Jennifer and Mommy decided they wouldn't stop thumb sucking ____ smoking all at once.

Using,
recognizing, and
identifying
the past
tenses went and
gone

Write the following exercise on the chalkboard and have the children read the paragraph silently and aloud.

went gone

Everybody has ____ somewhere. Jennifer has ____ to the store. Mommy ____ to the shopping center. Jack and Judy ____ shopping too. Nick and Sam have ____ swimming. Peter and Pat ____ down the street on their bikes. Grandpa and Janey have ____ fishing. Jan, Curt, and Pat ____ to the fair. Gabrielle has ____ swimming at the new pool. She had ____ swimming at the old pool before the new one was ready.

Have the children copy the paragraph on their papers and insert the correct "doing word" in each sentence. After they have finished, have them complete the sentences on the chalkboard. Elicit that if a sentence contains the word *has*, *have*, or *had*, they must use the "doing word" *gone*. If a sentence does not contain *has*, *have*, or *had*, they must use the "doing word" *went*.

Using,
recognizing, and
identifying
subjects and
predicates;
developing
awareness of
agreement of number

Write the following exercise on the chalkboard and have the pupils read it silently.

- | | |
|----------------------|----------------------------|
| 1. Mary | were singing. |
| 2. Judy and Jennifer | was running in the field. |
| 3. The horse | have some fish in a tank. |
| 4. Six books | was at her friend's house. |
| 5. A pen | has a tree house. |
| 6. Miss Brown | are on the desk. |
| 7. The teachers | have a big cake. |
| 8. We | has a flower garden. |
| 9. The girl | is on the floor. |

Ask the children to identify the columns as "name parts" and "doing parts." You might ask, "Which column tells what people were *doing*, what they have, or where things are? Which column tells *who* was doing these things, *who* had these things, or *what* things are some place?" Label the lists.

Ask a child to read the first "name part" on the chalkboard. Have the group look at the "doing parts" to find the one that goes with the first "name part." Have another child read aloud the entire sentence as the others listen to be sure it is a complete sentence that makes sense. Ask the child to write the correct number beside the "doing part."

Work in the same manner with the other "name parts" and "doing parts."

Have the pupils refer again to the column on the left. Have them tell whether each line tells about a person or a thing (or about persons or things). Also have the children tell whether each line names one person or thing, or more than one. Discuss with the group that in the sentences that tell about one person or thing, the "doing words" *was*, *has*, and *is* must be used. In the sentences that tell about two or more persons or things, the "doing words" *were*, *have*, and *are* must be used.

Write the following pairs of sentences on the chalkboard and have the pupils read them silently and aloud. With the group, note the way the sentences sound repetitious.

1. Jennifer and her mother wanted to quit smoking and thumbsucking. Jennifer and her mother decided it was a hard thing to do.
2. Ilse likes to ride horses. Ilse likes to ride her bike too.
3. The doctor went to see a sick boy. Then the doctor went to see Pat.
4. John and I are going swimming after school. John and I will ride our bikes to the pool.
5. The beanstalk is very big. Jack likes to watch the beanstalk grow.
6. Sam came home from the party. "Sam had a good time," Sam said.
7. Enoch spoke to Chuck. "Chuck should come to play in my yard," Enoch said.
8. Annie wants to write a story. Give the paper to Annie.

Using,
recognizing, and
identifying
pronouns and
their antecedents

9. Jenny gave Daddy a candy. Then Jenny gave Daddy a piece of cake.
10. Go to school with Ken and Chris. Come home with Ken and Chris too.

Direct attention to the first two sentences. "What small word can you use in the second sentence to take the place of the words *Jennifer and her mother*?"

Have a child read the sentence aloud, replacing the underlined words in the second sentence with a pronoun. Erase the words *Jennifer and her mother* and write the pronoun *They* in their place.

"Now read the sentences again. Do they sound better when you use *They* in the second sentence? Why do you think they sound better?"

Continue in a similar manner with the rest of the pairs of sentences.

Write the following exercise on the chalkboard. Have the children read silently the words at the top and each sentence below. Then have the children take turns completing the sentences orally, using one or more of the listed adverbs each time and making sure that the completed sentence makes sense. Have the pupils explain why they chose the particular adverbs they did. Elicit that each adverb tells *how* (or *when*) someone did something.

Using,
recognizing, and
identifying
adverbs

doubtfully finally slowly hardly playfully sadly eagerly

1. Jennifer _____ decided she wouldn't try to stop thumbsucking all at once.
2. John went swimming _____.
3. The kitten ran around the yard _____.
4. Mr. Mugs walked _____ and _____ home from school after he saw Curt go inside.
5. It was raining so hard Annie could _____ see out the window.
6. Mr. Higgins spoke _____ to the police captain.
7. I'm going to miss Jimpson John," he said _____.
8. "I don't think this dog really belongs to me," said Mr. Higgins _____.
9. Chuck answered the teacher's question _____ and _____.
10. Albert was so tired, he could _____ walk home after the game.
11. After we played games we _____ had something to eat.
12. The children laughed _____.

Dictionary Skills

Write the following groups of words on the chalkboard. Have the pupils establish the correct sequence of the words in each group and write them on their lined papers in alphabetical order.

1. catnip hearty ached doubtfully tangerines iron believe second loud Olaf
2. cough cure children candles climb Czar
3. fire flower sheep wrong witch high hammer family grass

Write the following words on the chalkboard and have the pupils read them.

money moo moment

"Let's put these words in alphabetical order. Would looking at the first letters of these words help you put them in alphabetical order? Why not?"

"What letters should we look at to help us put the words in order?" The children will probably say that they should look at the second letters. Elicit that since the second letters are all the same, they will not help the pupils establish the correct order.

"What letters should we look at next? What are the third letters of these words?" Have the pupils underline the third letters of the words with colored chalk. Then have them establish the correct order and rewrite the words on the board.

Write the following words on the chalkboard. Have the pupils read and discuss the words as above, and then tell what the correct alphabetical order should be. Write the words on the chalkboard as they are given in order by the pupils.

1. near next nest
2. another anger anybody
3. quiet queen quarrel
4. yell year yes
5. chew chocolate chatter
6. rich river ring

Producing,
recognizing, and
identifying
alphabetic
sequence;
alphabetizing to
the second and
third letters

WRITING

Objectives

Learning to write the letters *B* and *L*

Developing cooperative paragraph; writing topic sentence

Recognizing and identifying clear and complete directions; following directions

Evaluating directions; rewriting directions to make them clear and complete

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebook for each child in the group

Paper for making paper chains

Lined paper and/or notebooks for Personal Writing

Personal Journals, diaries

Handwriting

For this writing lesson, teach the pupils how to write the upper-case form of the letters *B* and *L*.

First, demonstrate the writing of the letter *B* two or three times at the chalkboard. Then continue with the suggested demonstration and practice procedure.



When the pupils have shown that they can write the letter *B* correctly, have them practice the following words and sentences. Use the pertinent portions of the procedure suggested for the demonstration and practice of a single letter. Give the pupils whatever guidance is necessary to form the capital letter and the lower-case combinations correctly. In each case, be sure the pupils can write the word or sentence correctly before practicing the next one.

Bobby

Beverly

British Columbia

New Brunswick

Bill read Jack and

Learning to write
the letters B and L

The Beemstalk

Bambi is in the woods

Follow the suggested procedure to teach the children how to write the upper-case form of the letter *L*.



When the pupils can write the letter *L* correctly, have them practice the following words and sentences.

Lila

Lori

Larry is in Lapland

Lead the way!

Lunch is ready

Directed Writing

With the pupils, develop a chalkboard paragraph about a topic such as one of the following:

- How to stop biting your nails
- How to stop quarreling with your friends
- Making new friends
- Going on a picnic
- Telling stories around a campfire

Have the children select one of the topics for their paragraph. Discuss the topic briefly, eliciting the various details needed to develop the topic. Use the discussion as a basis for the paragraph. Encourage the pupils to suggest a topic sentence and developing sentences. The topic sentence may be the first or the last sentence. Elicit that the topic sentence tells about all the other sentences, and that all the other sentences in the paragraph give more information about the topic sentence. Then have the pupils suggest a title for the paragraph.

Write the following sets of directions on the chalkboard and have the children read them silently and aloud. Explain that one set of directions is clear and complete and the other is not. Have the pupils pretend to follow each set of directions step by step and then identify the set of directions that is clear and complete. Encourage the children to explain in their own words why the one group of directions is clear and complete and the other is not.

*Developing
cooperative
paragraph;
writing topic
sentence*

*Recognizing and
identifying clear
and complete
directions;
following
directions*

How to Pop Popcorn

1. Put the popcorn in a pan.
2. Shake the pan while the popcorn pops.
3. Put the popped popcorn in a bowl and sprinkle a little salt on it.

How to Pop Popcorn

1. Put some oil and the popcorn in a pan.
2. Cover the pan and put it on the stove.
3. Turn on the stove and shake the pan while the popcorn pops.
4. When the popcorn stops popping, put it into a bowl.
5. Add a little salt and butter and mix well.

*Evaluating
directions;
rewriting
directions to make
them clear and
complete*

Write the following set of directions on the chalkboard and have the children read them silently and aloud. Have the pupils tell whether or not the directions are clear and complete. Then encourage the children to explain in their own words why the directions are not clear and complete and what steps are missing.

How To Make a Paper Chain

1. Cut colored paper into strips.
2. Make a loop.
3. Put two loops together.
4. Put more loops together to make a long chain.

Using the children's ideas, rewrite the directions so that they are clear and complete. Then have the pupils use the directions to make some paper chains.

Creative Writing

Personal Writing

Have the pupils write their own paragraphs about one or more of the topics suggested in the Directed Writing section of this lesson or about any other topic of their choice. You may wish to list further topics on the chalkboard or on separate slips of paper for the children to select. Encourage the pupils to try to write their own topic sentences and remind them to indent the first sentence of each of their paragraphs.

Suggest that the children write their own directions for activities such as the following:

Eating an orange
Going from the classroom to the schoolyard
Crossing the street safely
Drawing a picture of a house
Playing catch
Finding a word in the dictionary
Learning how to write a capital letter

Some pupils might like to write stories telling about their own efforts to break bad habits. Have them describe the cures they tried (if any) and tell whether or not they were successful.

Have the children rewrite the ending of the reader story to include a cure that Jennifer and her mother tried that finally worked. Suggest subtitles such as The Talking Cure, The TV Cure, or The Silly Cure.

Personal Journal

The pupils may wish to write the diary entries that Jennifer may have written during the time that she spent trying to stop her bad habit. Some children may also wish to write in their own diaries or in their Personal Journals.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

- Recognizing and identifying suffixes
- Recognizing and identifying useful and spelling words
- Recognizing syllables in words

End-Ups

Objective

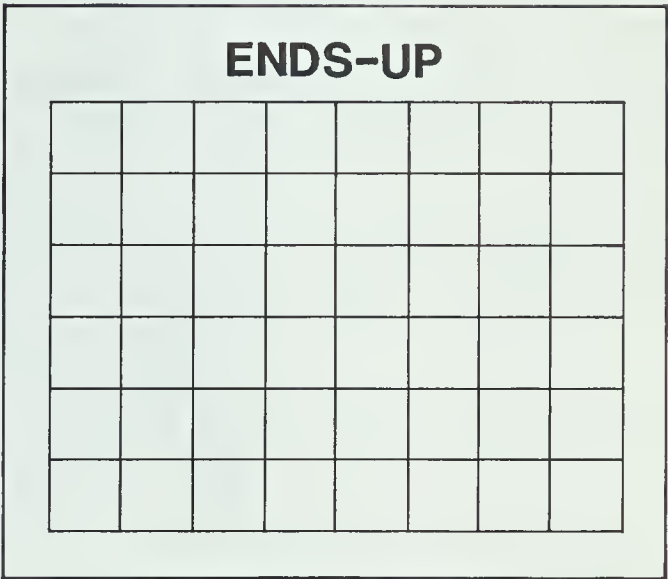
- Recognizing and identifying suffixes

Number of Players

- Two to Four

Materials Needed

- One "End-Ups" board
- Two sets of differently colored cards:
 - Set A contains 24 cards, each with a suffix such as *ful, ly, y, er, est, less, ness, able, ment, en, ous, ion*;
 - Set B contains 24 cards, each with a root word such as *happy, danger, gold, help, disappoint, embarrass, wash, act*



Procedure

One player shuffles all the cards and places them face down at random on the board, filling up all the squares. Each player takes a turn and turns over one card of each of the two colors. If the two cards can be used to make a word, the player states the word, spells it, and arranges the two cards in front of him or herself. The player with the most words at the end of the game is the winner.

Sir Spell-Out

Objective

- Recognizing and identifying useful and spelling words

Number of Players

- Five or more

Materials Needed

- Large sheets of lined paper and felt markers
- A set of cards containing useful and spelling words such as *buy, color, become, too, foolish, selfish, childish, reddish, chorus, stomach, Enoch, Christmas, cure, quit, thumb, bush, farther, school*

Procedure

The cards are placed in a container such as a jar, bag, or box. One player is chosen to be “Sir Spell-Out” and the remaining players are divided into two teams. “Sir Spell-Out” draws one word card and reads the word aloud. The first player of each team writes the word on the team’s large sheet of paper. The first team to correctly spell the word wins a point. After ten turns, “Sir Spell-Out” chooses a new “Sir Spell-Out” from the winning team.

On Our Way

Objective

Recognizing syllables in words

Number of Players

One to Four

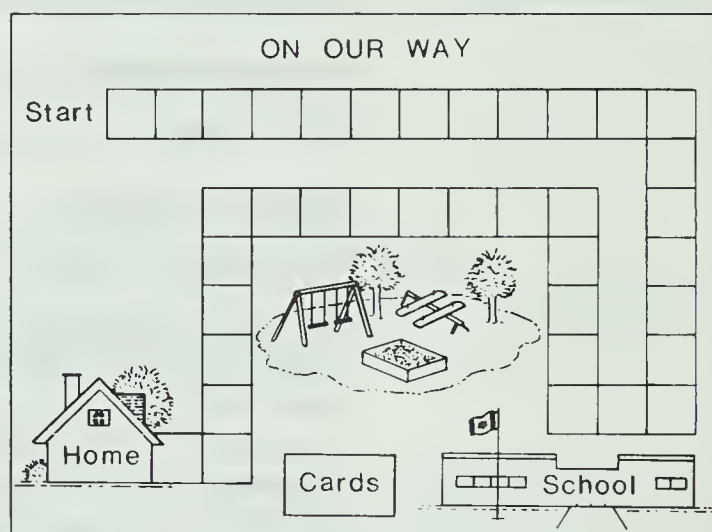
Materials Needed

One “On Our Way” board

Set of four place markers

Set of word cards with words such as *metal, rider, lever, hotel, pilot, honest, licence, movie, shadow, color*. Each card has a number from one to four on the back of the card.

Set of cards with directions such as miss a turn; take an extra turn; move ahead two spaces; go back two spaces



Procedure

Both sets of cards are combined, shuffled well, and placed face down on the board. Each player in turn takes a card from the top. If the card is a word card, the player tells where the word should be divided into syllables. If the player is correct, she or he moves ahead the number of spaces indicated on the back of the card. If incorrect, the player remains in her or his original place. If a direction card is taken, the player follows the directions on the card. The first player to reach "Home" is the winner.



This is an incomplete story intended to promote open-ended discussion. As a group, the children will look at the situation from all sides and judge it in terms of their own values.

The ending to the story may be oral or written as the children prefer. Various aspects of the situation may be role-played by the children if they wish.

Read the selection for the children as they follow along in the book. Then ask, "What is the problem in the story?" Have the children state the problem in their own words to be sure that they understand the situation clearly.

You could open the discussion session by having the children explore the alternatives that Scott and Anthony have open to them. Some of the following could be discussed — go to class and keep quiet; — tell their friends what happened with the risk that someone will report them; — go to tell their teacher what happened and ask for advice; — go to the principal and tell what happened; — wait until they get home and tell their parents what happened.

The children could discuss what might make the boys consider and/or choose each of the above, what advantages and disadvantages each plan has, and what the consequences of each might be.

Then the pupils should consider what would happen next — after it has been established that Scott and Anthony were skipping stones and as a result the window got broken. The idea of responsibility and restitution will emerge either spontaneously or through directed questions.

"Who is responsible for the damage — Scott or Anthony? or both?"

"Who should make restitution — Scott or Anthony? or both?"

Have the children give reasons for their answers. The various solutions given should be recorded on the chalkboard. After the discussion, a vote could be taken to determine which course of action seems fairest to the majority of the group members.

Next the children could talk about where the money to pay for the window should come from. The pros and cons of the following could be considered — the boys' parents; — the money be taken out of the boys' weekly allowance; — the boys work for the money around the school or neighborhood (for example, pick up litter and get paid by the bag).

Questions for further discussion are as follows:

"Should you report someone you see damaging school or public property? Is it tattling? Why or why not?"

"What can you do when your friends urge you to break laws or rules at school?"

"What rules of politeness and safety should be followed when playing on the school grounds or in any recreation area?"

Film Center

Rules at School. 10½ mins. Coronet 1663.

Primary Safety: On the School Playground. 10 mins. Coronet 939.

Response to Misbehavior. 8 mins. Moreland-Latchford 24-778.

Let's Play Fair. 10 mins. Coronet 1825.

COMPREHENSION

Using the table of contents
 Discussing awards
 Speculating; formulating questions
 Observing picture details
 Evaluating the story title
 Recalling details; verifying answers
 Reading interpretively
 Valuing
 Expressing opinions
 Predicting
 Inferring feelings; drawing inferences
 Describing the story character; noting change in story character
 Recognizing and identifying the main idea
 Summarizing; identifying organizational patterns
 Listening to sound stories

INTEGRATIVE OPTIONS

Discussion — discussing fire prevention and safety
 Field Trip — visiting the fire station
 Visual Arts — making posters — illustrating the story
 Drama — role playing
 Valuing — discussing priorities
 Books — reading independently
 Films — developing visual and auditory senses

DECODING SKILLS

✓ Recognizing and identifying new words
 ✓ Recognizing and identifying the phoneme-grapheme correspondences /ch/ch, /k/ch, /sh/ch
 Recognizing and identifying the phoneme-grapheme correspondence /f/gh
 *Recognizing and identifying the phoneme-grapheme correspondence /f/ph
 ✓ Recognizing and identifying verb forms
 ✓ Recognizing singular and plural forms
 Recognizing and identifying words, using graphemic base one
 Dividing into syllables words with single-vowel syllables; applying syllabication to decoding
 ✓ Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — nouns and verbs, subjects and predicates — adverbs — use of onomatopoeia — use of the dash
 Producing, recognizing, and identifying correct word order in sentences
 Producing, recognizing, and identifying variation in sentence patterns
 Using, recognizing, and identifying irregular past tenses
 Producing, recognizing, and identifying sentences using subjects and predicates, nouns and verbs, adverbs and adjectives
 ✓ Punctuating sentences
 ✓ Producing, recognizing, and identifying alphabetic sequence
 ✓ Using guide words in a dictionary

WRITING

Learning to write the letters T and S
 Evaluating directions; rewriting directions to make them clear and complete
 Writing directions in paragraph form
 Developing interesting story details: writing body of story
 Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters/ Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
 Recognizing and identifying the phoneme-grapheme correspondences /ch/ch, /k/ch, /sh/ch, /f/gh, /f/ph, /ü/oo, /ü/ou, /u/ou, /ü/oo
 Recognizing and identifying verb forms with s, es, ed, ing

Literary Appreciation**

Relating picture and story
 Valuing the story
 Reading interpretively
 Making inferences about story characters
 Describing the story character
 Noting changes in story character

Listening**

Listening attentively in discussions
 Listening to evaluate interpretive reading
 Listening to sound stories
 Listening to identify phoneme-grapheme correspondences /ch/ch, /k/ch, /sh/ch, /f/gh, /f/ph
 Listening to divide into syllables words with single-vowel syllables
 ✓ Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Discussing awards
Speculating; formulating questions
Observing picture details
Evaluating the story title
Recalling details; verifying answers
Reading interpretively
Valuing
Expressing opinions
Predicting
Inferring feelings; drawing inferences
Describing the story character; noting change in story character
Recognizing and identifying the main idea
Summarizing; identifying organizational patterns
Listening to sound stories

Developing Pupil Inquiry

*Using the table
of contents*

Have the pupils turn to the table of contents and locate the title of the next story. Ask a volunteer from the group to read the title aloud.

*Discussing
awards*

"What is an award? How is an award different from a reward?" The children may need to refer to a dictionary to answer this question. "What kinds of things do people get awards for? Have you ever gotten an award? If so, tell us about it. How did you feel when you received your award?"

*Speculating;
formulating
questions*

Let the children speculate briefly on what the story might be about. Then you might ask, "Is there anything you want to know about this story? What questions would you like to ask?"

When the children have asked their questions, write them on the chalkboard or on newsprint. If the children have difficulty formulating questions, model one or two examples for them. For example, you might say, "I would like to know what Billy did to deserve an award. How would you ask that question?"

*Observing
picture
details*

Have the pupils look again at the contents page and find the number of the page on which the story begins. Let the children look at the illustrations in the story and discuss briefly the happenings depicted.

*Formulating
questions*

"Did the pictures give you any ideas about what the title of the story might mean? What other questions would you like to have answered as you read the story?" Write the pupil's questions under the initial questions on the chalkboard or newsprint. Some questions which might appear in the question box are

What did Billy do to deserve an award?

What was Billy's award?

How did the fire start?

Did Billy and the man put out the fire?

"Now read the story to see what answers you can find to your questions."

Developing Pupil Response

*Reading
Evaluating
story
title*

Have the children read the entire story silently. When they have finished reading, ask, "Why do you think the author gave this story the title 'Billy's Award'? Is this a good title for the story? Why or why not?"

Then refer to the question box. "Did you find the answers to your questions?"

Recalling
details; verifying
answers

Reading
interpretively

Have the children tell the answers in their own words and verify them by reading aloud the pertinent story lines. If there are questions that cannot be answered in the story, encourage the pupils to infer, predict, or speculate upon the answers. Let the children check off the questions as they are answered and verified and discussed.

Have the children reread the story silently to choose passages for presentation orally. The children may wish to work in pairs to present sections of the story containing dialogue. Have the children evaluate one another's oral reading and make suggestions for improvement. See the lesson plan for "The Flying Ship" in Book 2 of the manual for goals for good oral reading. These could be reviewed with the children at this time.

Synthesizing

Valuing
Recalling details;
expressing
opinions
Inferring feelings;
predicting;
valuing

Recalling details;
drawing
inferences
Valuing

Recalling details;
valuing

Describing the story
character

Noting change
in story character

1. "Did you like this story? Why or why not? What part did you like best? Why?"
2. "Why was Billy running away from home? Do you think this was a good reason? What would you have done if you were Billy?"
3. "How do you think Billy's father would have felt when he found out Billy had run away? What do you think he would have done? Do you think Mark should have told him about Billy's plans when he found out about them? Why or why not?"
4. "What did Billy do when he realized that the barn was on fire? Why couldn't the man get out of the barn to escape the fire on his own?"
5. "How did the events in the story prove to Billy how important it is to know how to read?"
6. "In what two ways did Bill pay back the family for the trouble he caused them? Why was it fair that he should do these things?"
7. "Which of the following words would you use to describe Billy: brave, thoughtless, a dreamer, proud, quick-thinking, kind, careless, stubborn, observant, bad-tempered, hard-working, a bully? Give examples from the story to support your answers."
8. "What were Billy's feelings about himself at the beginning of the story? What were his feelings at the end? Why did his feelings change?"

Developing Comprehension, Research, and Listening Skills

Recognizing
and identifying the
main idea

Critical Comprehension. Write the list of titles below on the chalkboard and ask the children to read them.

Bill Explains
Getting Ready to Leave
Billy Listens
Putting Out the Fire
Billy's Plans
That Summer

Refer the children to the following paragraphs in the story and have them match the correct title with each paragraph.

1. Paragraph 2, page 29: (Billy's Plans)
2. Paragraph 1, page 30: (Billy Listens)
3. Paragraph 4, page 30-1: (Getting Ready to Leave)
4. Paragraph 1, page 36: (Putting Out the Fire)
5. Paragraph 3, page 37: (Bill Explains)
6. Paragraph 3, page 38: (That Summer)

Then ask the children to make up titles for these paragraphs in the story: 1. Paragraph 2, page 31: (Billy Smells Something Odd); 2. Paragraph 3, page 33: (Billy Rescues the Man).

Summarizing;
identifying
organizational
patterns

Critical Comprehension. Write the exercise below on the chalkboard or make copies for the children. Have the children read each story. They are then to read the sentence below it and choose the appropriate ending for the sentence. Have the correct ending underlined.

1. First Billy got his quilt from his bed and tied it in a bundle. Then he put some food into a large green bag. When he finished packing, Billy went into the barn to say good-bye to Bub. As he left the farm, Billy turned back for one last look.

The sentences in this story — tell in what order things happen.
tell how things are the same.
tell how things are different.

2. Billy was a poor student in school because he had a lot of trouble with reading. His brother Mark was a good reader and thought school was easy. Because he was so unhappy about his school work, Billy was often forgetful and disobedient. “Why can’t you be a good boy like Mark?” his father said.

The sentences in this story — tell in what order things happen.
tell how things are the same.
tell how things are different.

3. Billy thought about what he should take with him when he ran away. He would need something for sleeping on, so he would take his quilt. He would also need to take some of his clothes. “And I can’t forget to take along some food,” he said to himself.

The sentences in this story — list things.
tell in what order things happen.
tell how things are the same.
tell how things are different.

4. Billy knew he would miss his best friend David when he was gone. David and Billy both lived on farms and raised calves for showing at fairs. They liked to go fishing and hiking together. They even liked the same TV shows.

The sentences in this story — list things.
tell in what order things happen.
tell how things are the same.
tell how things are different.

Listening to sound stories

Listening. Refer the children to pages 29 and 30 in the story. “What sounds did Billy hear that told him what was going on in and around his house that morning?” Have the children list the sounds and what each one told Billy.

Prepare a number of sound stories on tape and play them for the children. The children are to listen carefully to each one, identify the different sounds, and make up a story to go along with each sequence of sounds.

Some example of sound stories you could use are

1. walking on pavement, dog barking, running, heavy breathing, walking again slowly
2. car running, motor turned off, car door being slammed, walking, crowd sounds, hockey game noises, crunching popcorn, hockey game noises
3. schoolyard noises, bell ringing, walking in halls, closing of outside door of school, silence, running of one person and heavy breathing, opening and closing of school door
4. alarm ringing, alarm being turned off, water splashing, teeth being brushed, opening and closing of fridge door, eating, closing of door

Let the children use the tape recorder to collect sounds around the home, neighborhood, and school and make up their own sound stories for others in the group to interpret.

INTEGRATIVE OPTIONS

Discussion

Discussing Fire Prevention and Safety. “Have you ever had a fire in your house or neighborhood? Tell about it. What caused the fire?” Have a discussion with the children about fire prevention and safety.

“What rules do you have around your house to keep fires from happening?” Let the children discuss this question and formulate a list of “Rules for Fire Prevention.” Some items on the list might be:

1. Never play with matches and fire.
2. Be careful when smoking and never smoke in bed or when lying down.
3. Be sure that stoves, kettles, irons, Christmas tree lights, and other appliances are turned off before you leave the house.
4. Don’t leave paper, oily rags, and other flammable rubbish around.
5. Keep a screen around your fireplace.
6. Make sure electrical cords are in good shape and don’t put too many plugs in one outlet.
7. Keep fire escapes clear.
8. Make sure outdoor cooking fires are put out carefully.
9. On a farm, the house and barn should have lightning rods.
10. Keep a fire extinguisher for small fires and know when and how to use it.
11. Have family fire drills and plan what to do in case of fire.
12. Keep the telephone number of the fire station handy.

Structure questions to bring out most of the above if the children don’t have many ideas.

“What should you do if a fire does break out in your house?” The following rules should come out of the discussion:

1. Yell and sound the alarm to warn everyone of the danger.
2. Get out of the building as quickly as possible.
3. Close all doors as you leave the building and never open a door in the house that feels hot — there’s a fire behind it.
4. If you are in a smoky room, crawl along the floor to get to the door.
5. Never go back into a burning building.
6. Call the fire department.

A discussion should also be held about school fire alarm procedures — what they are and the reasons for them.

Field Trip

Visiting the Fire Station. Arrange to take the children on a guided tour of a fire station. Have the children make notes on the information they learn about firefighting and fire safety.

As an alternative a firefighter could be invited to the classroom to give a talk about firefighting and safety. Have the children prepare a list of questions they wish to pose before the visit.

Visual Arts

Making Posters. Have the children make fire safety posters. These could be displayed around the school for the benefit of the other classes.

Illustrating the Story. “Choose one of the exciting parts of the story and draw a picture illustrating the action.”

Drama

Role Playing Story Situations. Have the children work in pairs and improvise the following scenes:

1. Two friends of Billy have heard about the fire and talk about Billy’s bravery at school the next day.
2. Billy talks to his teacher and tells about Bill’s help with his reading. He asks his teacher for a chance to improve so that he can pass.
3. Billy has arrived at a large cattle ranch and asks the owner if he can have a job.

Valuing

Discussing Priorities. “Imagine that you had to choose three things in your house to save from a fire. Which of your possessions are most important to you? These objects could be yours or just belong to the family in general. What three things would you choose?” (The children don’t need to choose things that they could actually carry themselves from the house.)

Ask the children to write down these three things and, after each, state the reason for their choice.

After the children have completed their lists, let them compare and discuss their choices. “How difficult was it to determine which things you value most? How do you think the things you chose would have been different when you were five years old? What might they be when you are twelve years old? or twenty-one years old? What things do you think the other members of your family might pick?”

Book Center

Carrick, Malcolm. *Tramp*. Harper and Row.

A boy makes friends with a tramp in bombed-out London.

Ewig, Kathryn. *A Private Matter*. Harcourt, Brace, Jovanovich.

A lonely girl makes friends with an elderly couple who live next door in this moving story.

Farly, Carol. *Settle Your Fidgets*. Atheneum.

Josh Hemmer tells almost-tall tales about his boyhood.

Greenwald, Sheila. *The Atrocious Two*. Houghton-Mifflin.

Two obstreperous children spend a summer with their aunt and learn something about themselves.

Kroll, Steven. *T. J. Folger, Thief*. Holiday House.

What happens when someone discovers that a schoolboy has been stealing from his classmates.

Film Center

What To Do About Upset Feelings. 10½ mins. Coronet 1563.

Big Red Barn. 7 mins. Moreland-Latchford 35-851.

Frustration—“How Can I Get it Right?” 7 mins. Moreland-Latchford 41-880.

Cheating. 8 mins. Moreland-Latchford 24-775.

The Prize. 22 mins. Educational Film Distributors.

The Pony. 28 mins. National Film Board.

DECODING SKILLS

Objectives

Recognizing and identifying new words, using context

Recognizing and identifying the phoneme-grapheme correspondences /ch/ch, /k/ch, /sh/ch

Recognizing and identifying the phoneme-grapheme correspondence /f/gh

*Recognizing and identifying the phoneme-grapheme correspondence /f/ph

Recognizing and identifying verb forms

Recognizing singular and plural forms of words ending in *f* and *fe*

Recognizing and identifying words, using graphemic base *one*

Dividing into syllables words with single-vowel syllables; applying syllabication to decoding

Recognizing and identifying phoneme-grapheme correspondences and graphemic bases to spell words

Observing the spelling of useful words

Observing the spelling of the spelling words

Spelling words in dictated sentences

*Introduction to a new element

Materials Needed

Word cards for the exercise on /ch/ch, /k/ch, /sh/ch correspondences

Duplicated worksheets for the exercise on inflected verb forms (optional)

Lined worksheets for the spelling activities

Spelling notebooks

Word Meaning

New Words: *award, hitch, calves, droning, vacuum cleaner, sighed, unbearable, August Fair, moist, groped, blurted, cinders, experience*

Decodable Words: *cattle ranches, Alberta, clattered, relief, freckled, fallen, directions, panic, important, province, rebuild, carpenter, settled, September*

Enrichment Words: *4-H, binder twine, margarine, sway-backed, mare, smoldering, splintered, soot, groomed, beaming*

Write the following sentences on the board.

1. Billy won an _____ for his brave deed. (award)
2. He tried to _____ the mare to the wagon. (hitch)
3. Dad was running the _____ over the rugs. (vacuum cleaner)
4. It was so hot, it was almost _____. (unbearable)
5. Hot _____ from the blazing barn started small fires wherever they lit. (cinders)
6. Jan didn't get the job because she didn't have enough _____. (experience)
7. Smoke from the fire made us _____. (cough)

Have each sentence read aloud. Let the pupils discuss the sentence and suggest words that might fit in the blank. As each suggestion is made, write the word on the board. If the word from the story (given in parentheses) is mentioned, write it on the line in the sentence. If not, wait until all the suggestions are given, then tell the pupils the word used in the story and write it in the blank. Let the pupils discuss the similarities and differences in meaning of the words they suggested and the word actually used, as well as why they chose the particular word they did.

Write these sentences on the board.

1. Our cows all had fine young calves this year.
2. The bees made a droning sound as they went from flower to flower.
3. She blew out her breath in a sigh of relief when the danger was over.
4. The ground was not dry and not wet. It was moist.
5. I had to stretch out my hands and groped my way across the darkened room.
6. Without stopping to think, the boy suddenly blurted out his secret.

Have each sentence read aloud. Call attention to the underlined word in each one, and let the pupils try to arrive at its meaning, using context to supply clues.

Phonemic Analysis

Make word cards for the following words.

ranch	ache	chinook
teacher	school	chute
chief	echo	chef
reach	Christmas	machine

Mix the cards up, then pile them face down on a table or desk. Let the pupils take turns drawing cards. Each time, have the pupil pronounce the word, tell whether the *ch* stands for the sound heard at the beginning of *chew*, *cat*, or *show*, and use the word in a sentence.

Place the following unknown words on the board.

chorus	charcoal	chrome
birch	mustache	*chateau

Note: Tell the pupils that *eau* stands for the glided /ō/ sound in this word.

Let the pupils try to decode the words, using the /ch/, /k/, and /sh/ sounds for the *ch* until a recognizable word results. Then have the pupils tell which word belongs in each sentence below.

1. Dad shaved off his _____.
2. We have a silver _____ tree in the front yard.
3. My brother is proud of the _____ trim on his car.

Recognizing
and identifying
new words, using
context

Recognizing and
identifying the
correspondences
/ch/ch, /k/ch,
/sh/ch

4. Did you remember to get _____ for the barbecue?
5. Everybody joined in the _____ of the song.
6. A very fine French house is called a _____.

Recognizing and
identifying the
correspondence
/f/gh

Write these sentences on the board and have them read.

That joke made me laugh.
The smoke made Billy cough.

Call attention to the underlined words. Pronounce them as the pupils listen for the final sound in each word. Have the sound identified as the /f/ sound and *gh* as the letters that stand for the sound. Recall that *gh* stands for the /f/ sound in a number of words.

Remind the pupils that *gh* does not always stand for the /f/ sound. Sometimes it is part of a group of letters standing for a vowel sound. Demonstrate with *sigh*, in which *igh* stands for the glided /i/ sound.

Now write on the board.

Do you have a phone in your house?
An elephant is a large animal.

Have the sentences read. Call attention to the underlined words and pronounce them, as the pupils listen for the sound *ph* stands for. Have the sound identified as the /f/ sound.

Explain to the pupils that *ph* is another letter combination that stands for the /f/ sound. It nearly always stands for the /f/ sound, but there are a few exceptions, such as the word *shepherd*.

Write the following words on the board and call upon pupils to try to pronounce them.

phrase graph orphan alphabet nephew photo

Structural Analysis

Duplicate the following exercise and distribute copies to the pupils for independent work.

Read each sentence and the word after it. Add an ending that will make the word right for the sentence. Write the word with its ending on the line in the sentence.

1. Billy _____ a ride to town. hitch
2. We were _____ our way through the thick fog. grope
3. Jan's stomach _____ whenever she eats green apples. ache
4. Billy _____ about his calf Bub. worry
5. The fire was _____. blaze
6. Fire had _____ out in the barn. broke
7. He was _____ the heavy packages. carry
8. Mark will be glad when he _____ the top of the hill. reach
9. No matter how hard she _____, the baby can't walk yet. try
10. Billy was _____ an award for bravery. give

If preferred, the exercise may be written on the board and the responses given orally by spelling.

Write these sentences and words on the board.

1. The cows grazed as their _____ frisked about. calf calves
2. He used a _____ to cut his meat. knife knives
3. Billy will remember that day all his _____. life lives
4. I can't reach the two top _____. shelf shelves
5. How many _____ of bread did you buy? loaf loaves
6. Only one _____ was left on the tree. leaf leaves
7. A _____ broke in and stole our radio. thief thieves
8. A group of _____ helped a poor shoemaker. elf elves

Ask the pupils to read the first sentence to themselves and decide whether *calf* or *calves* belongs in the blank. If they think it should be *calf*, they are to raise their left hands. If they think it should be *calves*, they are to raise their right hands. When the word has been decided upon,

Recognizing and
identifying verb forms

Recognizing
singular and
plural forms
of words
ending in f
and fe

Recognizing
and identifying
words, using
graphemic base
one

write it in the blank. Have the sentence read aloud as the pupils listen to be sure the right form of the word has been chosen.

Continue in the same manner with the other sentences.

To present the graphemic base *one*, place the column of words below on the board.

drone
bone
cone
crone
hone
lone
phone
prone
stone
tone
throne
zone

Have the word read and the part that is the same in all the words identified and underlined. Ask pupils to use some of the words in oral sentences. If some of the words are unfamiliar to the pupils, locate them in a junior dictionary. Read the definitions to the group and use the word in a sentence for the pupils.

Write the following key words on the board and have them read — *drone, shoot, born, each, cool, ate, edge*.

Put these sentences on the board.

1. That radio has a very good tone.
2. Don't toot your horn in a quiet zone.
3. Have you ever eaten a kind of bread called corn pone?
4. The old crone sat on a stool by the grate.
5. I'd like a peach ice-cream cone.
6. The Czar had a golden throne.
7. He fell from the ledge and lay prone on the ground.

Point to sentences in random order and call upon pupils to read them aloud. Continue until every pupil has at least one turn. If a pupil stumbles over a word, refer him or her to the key word involved.

Reading in
context words
formed on
graphemic bases

Syllabication

Recall with the pupils that some words have a syllable made up of one vowel only. Demonstrate on the board.

choc/o/late o/pen ban/an/a

Write the following words on the board.

echo	opposite
over	uniform
radio	medicine
Apollo	idea

Call upon pupils to pronounce each word, tell how it should be divided into syllables, explain why it should be divided in that way, and identify the single-vowel syllable or syllables.

Now write these unfamiliar words on the board.

telephone equal iris evaporate disobey hello

Allow time for the pupils to decode each word, using syllabication and phonemic principles. Then ask pupils to pronounce each word.

When all the words have been dealt with, have the pupils decide which word belongs in each sentence below.

Dividing
into syllables
words with
single-vowel
syllables;
applying
syllabication
to decoding

Mom cut the pie into six ____ parts.
 Water will ____ quickly on a hot, windy day.
 Bill just dropped in to say ____.
 Janey answered the ____ for Mommy.
 Look at the beautiful purple ____ in that garden.
 Do not ____ these safety rules.

Spelling

Spelling words
 formed on
 graphemic base
 one

Write *drone* on the board. Have it pronounced and the *one* graphemic base identified.
 Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as these.

Here's a bone for Mr. Mugs. bone
 A frog sat on a big stone in the brook. stone
 When Mom uses that tone of voice, she's teasing me. tone
 Drive carefully in a school zone. zone
 There was one lone candy left in the dish. lone

Now, ask the pupils to write *drone* on their worksheets and then write the following words as you indicate the initial letter or letters each time.

drone→cone→crone→hone→phone→prone→throne

Write these sentences on the board and have them read.

Billy was running away from home.
 Did you ever try that?

Call attention to the underlined words. Discuss their spelling, noting the prefix *a* and the *ay* standing for the glided /ā/ sound in *away*; the *er* spelling of the unaccented syllable in *ever*. Ask volunteers to use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Dictate the following words and let the pupils try to write them on their worksheets. The words should be presented in simple sentences, and then entered in the list of useful words in the spelling notebooks.

laugh enough rough tough
 phone photo graph elephant

Spelling words:
 barn, calf,
 slept

Write *barn*, *calf*, and *slept* on the board and have them pronounced. Discuss the spelling, calling attention to the *l* that doesn't stand for any sound in *calf*, and the final *pt* cluster in *slept*. Remind the pupils of the importance of careful pronunciation. If the final *t* is not pronounced in *slept*, it may be forgotten when it comes to spelling the word.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure that all the letters are in the correct order. Have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these.

The old barn quickly burned to the ground. barn
 Billy got his calf out of the barn in time. calf
 Someone had slept in the barn last night. slept

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook. Encourage the pupils to review their difficult words often.

Read each sentence to the pupils. Then dictate it slowly and clearly, as they try to write it on their worksheets.

The king has a phone beside his throne.
 Will you buy me a hotdog and a cone please?
 We took a photograph of an elephant at the zoo.

Spelling words
 in
 dictated
 sentences

Objectives

- Recognizing and identifying — nouns and verbs, subjects and predicates
- adverbs
- use of onomatopoeia
- use of the dash
- Producing, recognizing, and identifying correct word order in sentences
- Producing, recognizing, and identifying variation in sentence patterns
- Using, recognizing, and identifying irregular past tenses
- Producing, recognizing, and identifying sentences using subjects and predicates, nouns and verbs, adverbs and adjectives
- Punctuating sentences: commas in series, in direct speech, and to separate clauses
- Producing, recognizing, and identifying alphabetic sequence using the first, second, and third letters
- Using guide words in a dictionary; using personal dictionaries

Materials Needed

- The readers
- Pocket chart, phrase cards, period and question mark cards
- Lined papers and/or pupil notebooks
- Colored chalks
- Dictionaries
- Personal dictionaries

Sentence Awareness

Have the pupils turn to page 29 in their texts and read the third complete paragraph. "Find a word in this paragraph that tells what someone did. What other words in this paragraph are 'doing words'?"

"What word tells *who* clattered down the stairs? Is this 'name word' a person, a place, or a thing? Find another 'name word' in the paragraph. Is it a person, a place, or a thing?"

"Look at the second sentence in this paragraph. What part tells what someone did? What part tells *who* clattered down the stairs?"

Ask the pupils to read the first complete paragraph on page 31. "What word in this paragraph tells what someone did? What other words in this paragraph are 'doing words'? What word tells *who* returned? Is this 'name word' a person, a place, or a thing?" (Elicit that it is an animal.) "Find another 'name word.' Is it a person, a place, or a thing?"

"Look at the last sentence in this paragraph. Read the whole 'doing part' of the sentence. Now read the 'name part'."

"Find some words in the next paragraph that tell what someone did."

In the same manner, have the pupils read and discuss the nouns and verbs, subjects, and predicates in two or three other sentences.

Ask the children to turn to page 35 and read the first sentence in the last paragraph. "What did the man say? Find the word that tells how the man said it. Read the man's words the way you think he said them."

Have the pupils turn to page 38 and read the fourth paragraph. "What word in this paragraph tells what someone did? Find other 'doing words' in the paragraph."

"What word tells *who* saw? Is this 'name word' a person or a thing? Find another 'name word.' Is it a person or a thing?"

"What did Billy tell his teacher? Find the word that tells us how Billy spoke when he told his teacher. What other words might the writer have used to tell us how Billy spoke to his teacher?"

Ask the children to turn again to page 35 and read the second sentence in the last paragraph. "What did Billy and the man hear as they reached the house? What word in this sentence

Recognizing and identifying nouns and verbs, subjects and predicates

Recognizing and identifying adverbs

Recognizing and identifying use of onomatopoeia

sounds just like the sound that the smoke made as it burst into flame? What other sounds might smoke and fire make?"

"What sounds did the flames make? What did the black smoke sound like as it came out of the cracks?"

"There are many other words that make you think of the sounds that the words tell about. A bee buzzes. What sound does a snake make? What sound does a bell make? a mosquito? a cat? a lion?"

Note: It is not necessary to use the term *onomatopoeia* with the children; the phrase "sound words" is sufficient at this level.

Ask the children to turn to page 30 and find the dash at the end of the second paragraph. Recall that the dash tells readers to make a pause in their reading — a longer pause than a comma indicates, a shorter pause than a period indicates. Recall that the words before a dash are read with an unfinished inflection of the voice and have volunteers read the sentence aloud as the punctuation indicates.

Recall that in many cases, more information or explanation is given after the dash than before the dash. Ask the children whether this is true in this particular sentence.

Recognizing and
identifying use of
dash

Sentence Building

Write the following scrambled sentences on the chalkboard, or use the pocket chart and arrange word cards in the order given below.

1. bus gate to big a yellow came the
2. wanted on work Billy to ranch a
3. up were all hung the clothes
4. some the off grabbed shelf cans he
5. the in what that was smell barn funny

Refer to the first scrambled sentence and ask the children to read it silently. Have the pupils identify the "doing word" in the sentence. Ask them to suggest a position in the sentence for the "doing word" and write it on the chalkboard or place the word card accordingly.

Then ask the pupils to find a word in the sentence that tells *who* or *what* came. Have them suggest a position in the sentence for the "name word" and write it on the chalkboard or place the word card accordingly. Have the pupils decide whether the words *came* and *bus* are in appropriate positions so far, and move the words if necessary.

Have the children determine which words in the sentence should follow *came*. If the pupils have difficulty completing this part of the sentence correctly, ask questions such as "What word tells where the bus came? Where do you think the word *gate* should be placed in the sentence? What words go with *gate* to tell us where the bus came? Where do you think they should be placed?"

Then ask, "What word describes the word *bus*? What word tells what kind of bus came to the gate? Where should the word *yellow* be placed? Do you think the word *yellow* should go before or after *bus*? Is the sentence finished now? Why not? What other word describes *bus*?" etc. Write the words on the chalkboard or place them in the pocket chart according to the pupils' suggestions. When all the words have been placed, ask a pupil to read the sentence aloud while the others listen to be sure all the words have been used and the sentence makes sense. If some words have been placed incorrectly, guide the pupils as they suggest other placings until they establish a word order that produces a sentence that makes sense. Elicit that a period is necessary at the end of the sentence.

Continue in the same manner to have the children indicate the correct word order for the rest of the sentences and questions. In some sentences the pupils may identify more than one "doing word" or "name word." Have them suggest appropriate placings in the sentences for the words in the order in which they identify them. Note that the first word is not capitalized in every sentence.

Write the following sentences on the chalkboard, or build one sentence pattern and then the other one, using phrase cards in the pocket chart. Ask volunteers to read the sentences aloud as the others follow along.

With his bundle Billy ran down to the kitchen.

Billy ran down to the kitchen with his bundle.

Producing,
recognizing, and
identifying
correct
word order
in sentences

Producing,
recognizing, and
identifying
variation in
sentence patterns

Elicit from the children that both sentences contain the same words but that the phrase *With his bundle* appears in a different place in each sentence. Establish that despite the difference in word order, both sentences have the same meaning and both sentences make sense.

Refer to the following sentences on the chalkboard and direct attention to the first one.

1. Downstairs the vacuum cleaner droned to a stop.
2. I'll come home when I'm rich.
3. Through the window they saw the big yellow Alberta school bus.
4. Mark asked, "Which way are you going?"
5. Billy took a tub of margarine and half a loaf of bread.
6. Coughing and choking, he groped his way toward the smoldering hay.
7. Proudly, Billy spoke to his teacher.
8. Do you like this picture, Bill?

Have the pupils read the sentence aloud and formulate a new one by rearranging the words. Write the new sentence on the chalkboard beside or under the original one, or build it in the pocket chart. Ask a child to read the new sentence aloud, while the others listen to be sure it has the same meaning as the original and makes sense. Have the pupils compare the two sentences to see whether all the words from the original have been included in the new sentence.

Continue in the same manner with the rest of the sentences on the chalkboard or in the pocket chart. Have the pupils formulate the last two or three sentences on their lined papers or in their notebooks.

Write the following paragraphs on the chalkboard and have the pupils read them silently. Direct the children to name the "doing word" that correctly completes each sentence in each paragraph. Have a pupil write the word in the blank space and have the completed sentence read aloud. When all the sentences have been completed, have the pupils read each paragraph aloud. Then ask the pupils to use the past tenses in sentences of their own and write them on their papers.

Using,
recognizing, and
identifying
irregular
past tenses

saw seen

Billy, Mark, and their friends _____ many animals on the farm. Mary _____ the baby pigs as soon as she got there. Annie had _____ the pigs on another visit to the farm. Billy and Mark have _____ the new calf two or three times. Mark _____ the horses and Billy _____ the sheep.

went gone

Bill and Billy have _____ to the fair. Jennifer has _____ to the lake. She had _____ to the lake before any of her friends _____ there. Grandma and Grandpa _____ to the country. Judy _____ to the beach. Everybody has _____ away for the weekend.

did done

Billy and Jimmy have _____ their work on the ranch. Billy has _____ the feeding and Jimmy has _____ the riding. Later they _____ the gardening. Big Bob _____ some gardening too.

Note: If some children do not use the above past tenses correctly, point out that if a sentence contains the word *have*, *has*, or *had*, they must use the "doing word" *seen*, *gone*, or *done*. If a sentence does not contain *have*, *has*, or *had*, they must use the "doing word" *saw*, *went*, or *did*.

Write the following sentences on the chalkboard. Ask the pupils to read each one. Have them find a word that tells what someone did. Then have them draw two lines under the "doing part." Ask them to draw a circle around the word that tells *how* about the "doing part." Have the children find a word that tells *who* or *what* did the action (or *who* walked, etc.). Direct the pupils to draw one line of a different color under the "name part." Then ask them to identify the word that describes a "name word" and have them draw a box around it.

1. Brave Billy walked quickly.
2. The little boy beamed proudly.
3. A funny clown skipped and jumped playfully.
4. The yellow bus drove away slowly.

Producing,
recognizing, and
identifying
sentences
using subjects and
predicates, nouns
and verbs, adverbs
and adjectives

Write the following words on the chalkboard.

- | | |
|--------------|--------------|
| 1. ran | 6. green |
| 2. calf | 7. airplane |
| 3. happily | 8. carefully |
| 4. bright | 9. whale |
| 5. clattered | 10. shouted |

Refer to the first word on the chalkboard. Ask a child to read the word and tell whether it is a "name word," "doing word," a word that tells *how* about the "doing word," or a word that describes a "name word." Elicit that it is a "doing word."

"Who do you think ran? What 'name word' can you put with this 'doing word' to make a sentence?" The pupils might suggest *The dog ran*. "What word can you put with *dog* to tell us what the dog was like?" Write the pupils' suggestion on the chalkboard; for example, *The black dog ran*. "Now add a word that tells us *how* the dog ran. Add the pupils' suggestion to the sentence; for example, *The black dog ran excitedly*."

Help the children build sentences with the rest of the words in a similar manner. The children may complete the last three or four sentences on their papers or in their notebooks.

Punctuation

Punctuating
sentences:
commas in
series, in direct
speech, and to
separate clauses

Write the following sentences on the chalkboard and have the children read them silently and aloud.

1. At the August Fair Billy saw calves, horses, cows, pigs, and lambs.
2. "I must have fallen asleep," exclaimed Bill.
3. After you hear the bell, ring the buzzer quickly.

Discuss each sentence in turn and encourage the pupils to explain the reason why each comma was used. Then have the children copy the sentences below on their papers and add the necessary punctuation.

1. Straw wood seeds and milking pails were in the old barn
2. The old woman asked Did Billy win the blue ribbon
3. When you take your bike around to the back walk carefully
4. Here is your knapsack said Clifford
5. When Bill decided he couldn't walk any farther down the street came a truck

After the children finish the exercise, have them add the punctuation to the sentences on the chalkboard.

Dictionary Skills

Write the following words on the chalkboard.

brush brave brother

Recall with the children that since the first and second letters of the three words are the same, these letters will not help them determine the alphabetical order. Elicit that the third letters of the words will help them determine the correct order. Have the pupils underline each third letter, and then have them take turns writing the words on the chalkboard in correct order.

Write the following columns of words on the chalkboard. Have the pupils establish the correct sequence of the words in each group and write them on their lined papers in alphabetical order. Let them underline the second letters of the words that begin the same way in the second and third columns; let them underline the third letters of the words in the fourth column.

hitch	winter	desk	lantern
vacuum	wheels	dark	lady
moist	wren	large	laugh
grobe	wolf	omelet	lamp
blurt	wagon	diamond	
experience	weasel	extra	
droning		thirsty	
August		obey	
lesson			

Producing,
recognizing, and
identifying
alphabetic sequence
using the first,
second, and third
letters

Write the following words on the chalkboard and have the pupils tell whether each one can be found near the beginning of the dictionary, near the middle, or near the end. Then have the pupils locate the words in their dictionaries.

ache tangerine visit young Newfoundland chimney joke

Using guide words in a dictionary

Have the pupils open their dictionaries to a specific page and recall that the words at the top of each page are called *guide words*. "Where can you find these words on the main part of the page?" Elicit that the guide word over the left-hand column is the first word entered on the page and that the guide word over the right-hand column is the last word entered on the page.

Name several entry words on the page and have the children locate them. "How do the guide words help you find these words?"

Have the children turn to another page in the dictionary and read the guide words. "How do these guide words help you find words on the main part of the page in a dictionary?"

Name several words and have the children use the guide words to determine whether the words are entered on the page. Have them check their answers by looking at the entry words on the page.

Name a word on any page of the dictionary. Have the children use guide words to help them locate the entry word. Repeat the procedure several times.

Using personal dictionaries

Continue with the use of personal dictionaries. For details, see the lesson for "How the Bear Stole the Chinook" at the beginning of this guidebook.

For this lesson, have the children enter some words from the reader selection that they would like to use when writing stories. They might also like to enter some special "summer words." Remind them to use the second and third letters of words that begin the same way to be sure they place their words in the correct order.

WRITING

Objectives

Learning to write the letters *T* and *S*

Evaluating directions; rewriting directions to make them clear and complete

Writing directions in paragraph form

Developing interesting story details: writing body of story

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebooks

Lined paper and/or notebooks for Personal Writing

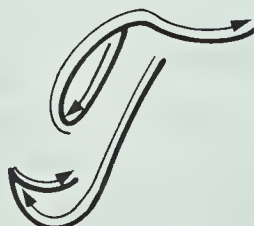
Pictures, comic strips, etc.

Handwriting

Teach the children how to write the upper-case form of the letters *T* and *S*.

First, demonstrate the writing of the letter *T* two or three times at the chalkboard. Then continue with the suggested demonstration and practice procedure.

Learning to write the letters T and S



When the pupils have shown that they can write the letter *T* correctly, have them practice the following words and sentences.

Thumbelina

Tina

Tuesday

Tom went to Toronto.

Ted and Tracy Tate are

on T.V.

Tell us the story called

The Three Bears.

Teach the pupils how to write the upper-case form of the letter *S*.



When the pupils can write the letter *S* correctly, have them practice the following words and sentences.

Column 1

Saturday

Sunday

Column 2

September

Saskatchewan

Stam's sister is in Nova Scotia.
Simon's Shopping Center
is on Spring St.

Directed Writing

Evaluating
directions;
rewriting
directions to
make them clear
and complete

Write the following set of directions on the chalkboard and have the children read them silently and aloud. Have the pupils tell whether or not the directions are clear and complete. Then encourage the children to explain in their own words why the directions are not clear and complete and what steps are missing.

How To Make a Peanut-butter Sandwich

1. Take some bread.
2. Put the peanut butter on the bread.
3. Eat the peanut butter and the bread.

Using the children's ideas, rewrite the directions so that they are clear and complete. Then have the children pretend to follow the directions step by step to be sure that they are clear and complete.

Writing
directions in
paragraph form

Write the new set of directions on the chalkboard again, this time in paragraph form using sequence words such as *first*, *second*, *then*, *next*, to replace the numbers. Discuss briefly with the children why such words are especially useful in writing or following directions. Elicit that the first sentence should be indented. You may wish to write the first two sentences on the chalkboard and have the children copy them on their papers. Direct them to complete the rest of the paragraph on their own, referring to additional sequence words such as *finally*, *at last*, which you have placed on the chalkboard.

Developing
interesting
story details;
writing body
of story

To help the children compose interesting story details, write paragraphs such as the following on the chalkboard. Make a simple drawing or post a suitable picture between the two paragraphs.

Billy's kitten, Spot, was only a few months old. One afternoon Spot was running and playing in Billy's back yard. All of a sudden he jumped on the trunk of a tree and climbed right up into the branches.

Billy's father called the Fire Department and told the dispatcher about the kitten in the tree. Soon some firemen arrived with the ladder truck. They put a ladder against the tree and one of the men climbed up. He took Spot from the branch and carried him down to the ground. Billy told Spot not to climb into the tree again, but he was never sure what his playful kitten would do next.

Have the children read the story beginning and identify the problem in the story. Then ask the pupils to read the story ending and tell in their own words how the problem was solved. Elicit that both Billy and Spot had a problem in the story, and have the children tell what each problem was.

Have the pupils study the two pictures between the two paragraphs and discuss the story details that each picture depicts. Encourage the children to suggest other ways that Billy and his friends might have tried to get Spot down from the tree. Have them tell why the attempts failed. Using the children's ideas, write the story details on the chalkboard and make up the body of the story. This would be a good time to remind the children about the need to start a new paragraph for each new main event, when time or place changes, or when different people are speaking in

dialogue. Establish with them that they will have at least two paragraphs, one for each main event as depicted in the pictures. Have the pupils copy the complete story on their papers. Encourage them to write some of their own ideas for the body of the story.

Comic strips, three related pictures, picture books, slides, and series of words and phrases may also be used in a similar manner to help the children compose interesting story developments.

Creative Writing

Personal Writing

Have the children write directions in paragraph form for activities such as the following:

- Going from your own house to a friend's house
- Making a bookmark
- Getting a kitten down from a tree
- Drinking soda pop with a straw
- Drinking water from a water fountain
- Tidying a desk or table

The pupils might like to write more stories of their own about the adventures of Spot, the mischievous kitten.

Suggest that the children write the story of Billy's bravery in the form of a newspaper article, keeping in mind the 5W questions.

Suggest to the pupils: "Suppose there had not been a fire in the barn and Billy did run away. How would he travel? What would happen to him along the way? Where would he go? What would happen when he arrives at a cattle ranch and asks for a job? What would Billy's parents do when they find out he ran away? When would Billy come home? Why would he come home? Would Billy's adventure end happily?" Have the children write a story that answers some or all of the questions.

Some children might like to imagine themselves in a situation requiring quick-thinking and bravery, and write a story about their experiences. The story might be about a fire in a barn or other building, being lost in a strange place, rescuing a pet or a wild animal, coming upon a dangerous wild animal in the woods, a shipwreck, or a mountain-climbing accident.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words

Recognizing and identifying the phoneme-grapheme correspondences /ch/**ch**, /k/**ch**, /sh/**ch**, /f/**gh**, /f/**ph**, /ü/**oo**, /ü/**ou**, /u/**ou**, /ü/**oo**

Billy's Barn

Decoding Skills:

Word Meaning

Objective

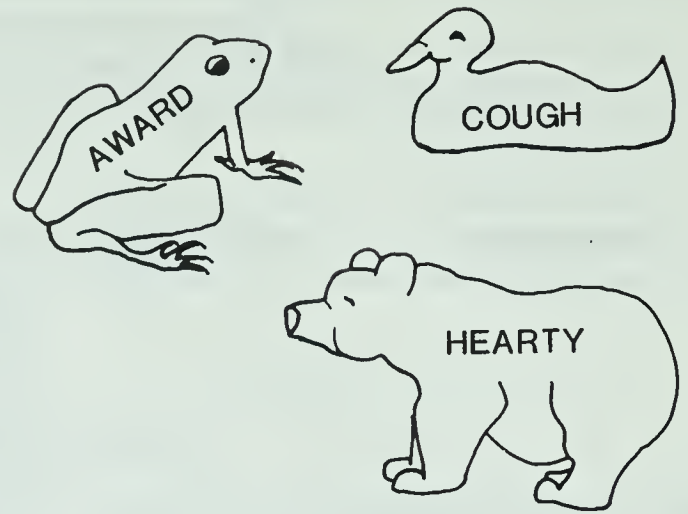
Recognizing and identifying new words

Number of Players

Two to Four

Materials Needed

One "Billy's Barn" box
Set of animal-shaped cards with words such as *catnip*, *hearty*, *ache*, *warehouse*, *cough*, *cure*, *allowance*, *ballet*, *comforting*, *award*, *calves*, *sighed*, *moist*, *experience*



Procedure

Each player in turn takes a word from the barn. The player reads the word and uses it in a sentence. If both the reading and the use of the word are correct, the player keeps the card. The player with the most cards at the end of the game is the winner.

Follow the Leader

Decoding Skills:

Objective

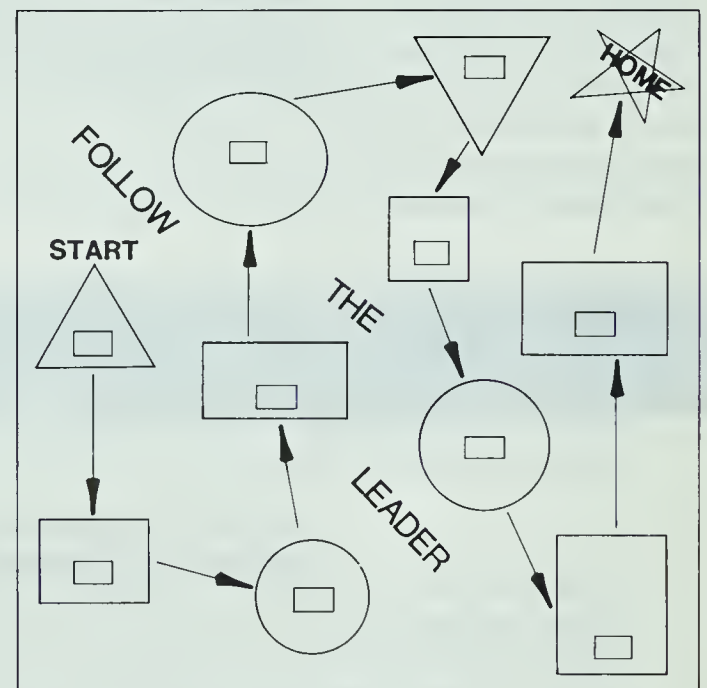
Recognizing and identifying correspondences /ch/ch, /k/ch, /sh/ch, /f/gh, /f/ph, /ü/oo, /ü/ou, /ü/oo, /u/ou

Number of Players

Two to Four

Materials Needed

One "Follow the Leader" board
One place marker per player
Set of cards with words such as *beach*, *cheer*, *branch*, *chief*; *school*, *echo*, *ache*, *chord*; *chinook*, *machine*, *chef*, *chute*; *cough*, *laugh*, *trough*, *enough*; *phase*, *photo*, *phantom*, *trophy*, *Phil*; *root*, *stoop*, *shoot*; *group*, *soup*, *you*; *trouble*, *country*, *touch*; *book*, *cookie*, *wool*



Procedure

One player shuffles the word cards and deals them out face down onto the different shapes of the board, with approximately the same number of cards on each shape. Each player in turn takes the top card and reads it. If correct, the player follows the arrow to the next shape on the board. If incorrect, the player remains in his or her original place. The first player to reach "Home" is the winner.

Objectives

Discussing theme of poem

Discussing illustrations

Drawing inferences

Valuing

Reading interpretively

Interpreting the poem by finding other nature poems, by writing nature poems or paragraphs, by making a picture collection

Responding to Poetry

"Listen carefully while I read a poem to you. See if you can tell what the poet is writing about." Read the poem for the children. Then let them discuss its theme and suggest possible titles for it. You may wish to read the poem a second time if the children have difficulties formulating their ideas.

Have them turn to page 41 in the text and locate the actual title of the poem and discuss it. Read the poem once more as the children follow in their texts.

"Why do you think Aileen Fisher may have written this poem?"

Then ask the children to examine the illustrations which accompany the poem. "Do you like the pictures? What is happening in the pictures? What do you think the boy and girl might be thinking about? What questions might be in their minds?"

"Do you think the pictures go well with the poem? Why or why not? What do the poet and the children in the pictures have in common? What things in nature do you like to think and wonder about?"

Read the poem again. "Which lines of the poem do you like best? Read them to us and tell why you chose them"

Let individuals from the group read the poem aloud. "How do you think this poem should be read? Why?"

Have the children find other nature poems in poetry anthologies. Let them pick their favorites to prepare and present to the group.

Let the children write and illustrate their own nature poems or descriptive paragraphs. A picture collection of beautiful nature scenes could be made and used as an inspiration for writing or talking.

INQUIRY SKILLS	INTEGRATIVE OPTIONS	DECODING SKILLS
Discussing title Using the table of contents Observing picture details Making lists of animals; of activities Recalling zoo signs Making a comparison Discussing behavior Valuing Discussing location of field trip Setting purposes for field trip Discussing organization; formulating questions Taking notes Building homes for captured animals; making observations Answering questions; doing reports Giving oral reports; making an exhibit Evaluating field trips and projects	Environmental Studies: Science — using the microscope Poetry — reading poetry Environmental Studies: Science — discussing ecology Visual Arts — interpreting designs in nature Mathematics — measuring times and distances creatures travel Drama — putting on a puppet play Books — reading independently	Recognizing and identifying new words Recognizing and identifying the phoneme-grapheme correspondences /ē/ee, /ē/ea, /ē/ie, /ē/ei, /u/u, /u/o, o/ō, /o/au, /o/aw, /o/al, /o/wa Recognizing and identifying root words and plural forms Recognizing and identifying words using graphemic bases Dividing into syllables words with pronounced adjacent vowels; applying syllabication to decoding Spelling useful words
LANGUAGE DEVELOPMENT	WRITING	INDEPENDENT ACTIVITIES
Producing, recognizing, and identifying sentences using subjects and predicates, nouns and verbs, adverbs and adjectives Punctuating sentences: periods, question marks, quotation marks, exclamation points, commas to separate clauses and in direct speech	Learning to write the letter F Writing numbers Developing cooperative paragraph; writing topic sentence Applying comprehension, decoding, language, and writing skills to produce Personal Writing	See the <i>Mr. Mugs Book</i> See the <i>Spirit Duplication Masters/Self-Help Activities</i>
ALTERNATIVE STRATEGIES	Literary Appreciation**	Listening**
Recognizing and identifying verb forms with s, es, ed, ing	Reading supplementary books	Listening attentively in discussions Listening to article

*Introduction of a new element.

**Objectives listed in these areas are drawn from preceding strands.

This selection relates to the theme "Spring Fever,"
in *Starting Points in Language P*.

ENVIRONMENTAL STUDIES

Objectives

Discussing title
Using the table of contents
Observing picture details
Making lists of animals; of activities
Recalling zoo signs
Making a comparison
Discussing behavior
Valuing
Discussing location of field trip
Setting purposes for field trip
Discussing organization; formulating questions
Taking notes
Building homes for captured animals; making observations
Answering questions; doing reports
Giving oral reports; making an exhibit
Evaluating field trips and projects

Summary Chart of Research Activity

Starting Point	Questions	Collecting Information
Discussing text selection	What animals will we find in the tall grass zoo? What animals will we find at the pond? What can we learn by watching these animals?	Field trips; setting up the terrarium or aquarium; taking notes
Organizing Information	Presenting Information	Evaluating
Answering the question; making booklets, murals, pictures, dioramas, charts, tapes	Reporting orally; making a display	Evaluating field trip, projects, and exhibits

To the teacher: This nature study selection focuses on two different areas of interest — the back yard and the pond. Depending upon the interests of the children, it is possible to spend an extended period of time in studying both areas in detail.

You may wish to choose one area only, such as "The Tall Grass Zoo," on which to concentrate your efforts. Your school might not have access to a pond. Or you may choose to work intensively on the pond. With some groups, where interest is high, you may wish to work on the pond theme in spring and leave "The Tall Grass Zoo" for September when the grass is alive with creatures.

You may not have access to either a “Tall Grass Zoo” or a pond and may have to rely solely on films, filmstrips, books, and other media, including samplings brought in from lawn and pond. In this case, you may decide to read the reader selection and select from the book and film lists for further reference material.

Starting Point

The Tall Grass Zoo

Discussing the title

Write the title of this selection on the chalkboard and ask a volunteer from the group to read it. “What do you think a ‘tall grass zoo’ might be? How might it be different from a regular zoo? What kinds of things might you do in a tall grass zoo?”

Using the table of contents

Have the children turn to the table of contents to find out on which page this selection begins. Then have them turn to pages 44 and 45 and look at the illustrations. “Were your ideas about the tall grass zoo right? Where do you think the tall grass zoo is found? What are the boy and girl doing in the tall grass zoo? Can you name the animals in the pictures?”

Observing picture details

Reading orally

Making lists of animals

Ask members of the group to read the text on pages 44 and 45 orally. Then let the children talk about which animals might be found in a tall grass zoo. The suggestions could be listed and a contrast made between these creatures and those usually found in a zoo.

Recalling zoo signs

“In order that no harm should come to the zoo animals or the visitors, signs are posted on fences and cages. What do these signs usually say?” The children may suggest signs like, “Do not feed the animals; do not reach into the cage.”

Making a comparison

“What precautions need to be taken in the tall grass zoo? What signs might be posted?” Accept suggestions and let the children make contrasts between these signs and those in a regular zoo; for example, “Do not touch” in a regular zoo, as opposed to “You can touch” in the tall grass zoo.

Discussing behavior; valuing

Point out the lines, “You must stand very still; walk very lightly; be gentle and kind to the creatures you find,” on page 47 to the children. Discuss with them why it is important to be careful when handling the creatures they find. Reinforce in their minds the idea that all forms of life must be respected.

Making a list of activities

To acquaint the children with types of observation activities which could be done in the tall grass zoo, have them read pages 46 and 47. Then let them recall and discuss the suggestions offered and add others of their own. A cooperative list of activities should be formulated.

The children should also discuss what equipment they would take with them on a visit to the tall grass zoo. The illustrations on pages 46 and 47 will give them ideas. The suggestions should be recorded on a list for future reference. “What equipment for catching and carrying creatures will we need? What materials and food must we gather so as to create a natural environment for the captured creatures, and what containers will be necessary? What containers will we need to carry all these things?”

Discussing location of field trip

“Where is this tall grass zoo?” The group could discuss at this time the location where they might visit — schoolyard, nearby field, or park.

The Pond

Observing picture details

Have the children turn to page 48 and look at the photograph. “Where are the children in the picture? What are they doing?”

Making a comparison

If a study of the “Tall Grass Zoo” has preceded this study, you might ask, “Could we find at a pond the ‘tall grass creatures’ we found in the field? Why or why not? What difference do you think we would find in the small creatures of the pond? Who would be interested in going to the pond? Why? Tell us some reasons why a trip to the pond could be very worthwhile.”

*Reading
Setting purposes for field trip*

Have the children read page 48 and consider the answers to the four questions posed there; for example: “Why are you going to the pond?” Let the children volunteer a number of purposes and have these written on a chart or on the chalkboard.

“What clothes will you wear?” Logical thinking will answer this question, with ideas provided by the photograph above.

Discussing organization

“How will you organize yourselves so that everyone will have something to do at the pond?” The children will probably have further ideas about organizing themselves into groups after they have read on in the selection. Suggestions in the reader on page 49 should augment possibilities. Have the children read this page and discuss the ideas presented and suggest further activities of their own.

“What supplies will you take with you?” Diagrams in the text provide many answers. The children may make further suggestions.

Reading

Making lists

When the children consider the question, “Why are you going to the pond?” one of the suggestions will likely be, “To bring back small creatures to observe and study.” This will be among the purposes for the trip written on the chart or chalkboard. Refer to it and have the children open their texts at pages 50 and 51. There they will find information regarding the creatures and the materials needed for food and for making a natural habitat. These pages should be studied carefully and lists should be made of (a) creatures to search for, (b) utensils needed to catch or carry them, (c) materials to bring back, and (d) containers needed to carry them. The children will have to judge which information tells which things are needed at the pond and which are needed in the classroom after their return.

Discuss the importance of heeding cautions given on pages 50 and 51. Let the children suggest other cautions.

Should unfavorable weather delay your visit to the pond, viewing of films and reading books should make the children’s eventual observations more fruitful.

Question

Formulating questions

During the reading and discussing of the text selections and the preliminary planning for the field trips, the children will probably have formulated a number of research questions and purposes for the field trip. If so, have the children recall them at this time and list them on a chart. If not, help the children formulate questions like the following as a basis for participation in the field trips:

- What animals will we find in the tall grass zoo?
- What animals will we find in the pond?
- What can we learn by watching these animals?

Collecting Information

Making lists

Have the children refer to the lists made earlier of the equipment needed for the field trip and gather these materials. The materials will include such things as the following: shovels, pails, plastic and cloth bags, cans, trowels, tape recorders, flashlights, pie plates, plastic containers, shoeboxes, thermometers, jars with punctured caps, magnifying glasses, scoops, knives, planting pots, newspaper, egg cartons, capturing nets, popsicle sticks, cheesecloth, wire, string, measuring tapes, and strainers. Have the children classify the items according to their use on the trip.

Plan with them how things such as magnifying glasses, tape recorders, fish scoops are to be used and shared. It might be useful to take a text along.

Taking notes

Discuss with the children how they will record the observations they make during the field trip. Possible contents of pupil notes might include the following:

- a list of creatures they can identify
- a description of creatures they do not know so as to be able to learn their names from reference books
- other observations, ideas, or drawings they want to share with the group
- places where observations were made, for later reference. Various groups of children could be assigned specific tasks such as:
 - collect one leaf from each different plant you find and draw a sketch of the plant
 - make pictures and a map of the pond or the field and its surrounding area
 - take the temperature of the air in sunny spots, in the shade, in the ground, at different parts and depths of the pond
 - tape record the animal sounds
 - make pictures or take samples of animal signs like tracks or slides, hair, chewed twigs, shed antlers, holes in trees, bits of food, digging spots, burrows, or nests.

Your role during the outing will be to answer questions, give help where needed, and keep the children aware of their reasons for being there. Let the children share their observations, notes, and drawings on the spot.

The children do not necessarily have to take any of the insects or animals back to the classroom. These could be observed and studied in the wild or captured in jars and kept for a short time during the trip for closer scrutiny. Sketches of the creatures could be made with or without the aid of microscopes and notes made of their behavior.

If creatures are captured, when the children return to the classroom they must decide — what kinds of homes are suitable for each creature; — which creatures could share one home, for example, ants and grasshoppers; — what is needed for the various homes; — what is needed to keep the creatures alive, such as food, light, air, etc; — who will tend the new homes of the creatures.

Have the children refer again to the text to find information about housing, feeding, and caring for their creatures. The text and illustrations on pages 47, 50, 51, and 52 will be helpful as well as the article “Building a Terrarium” in Level 2, *Mr. Mugs Plays Ball*.

After the terrarium, aquarium, and other habitats are set up, the period of observation may extend over a number of weeks. During this time the children should be taking notes on the creatures’ behavior, activities, and body changes, such as tadpoles developing into frogs. Be sure to have the children return the animals to the wild at the end of the observation time or earlier if the animals show signs of stress and/or refuse to take food.

Organizing Information

A group discussion of the questions and purposes set for the field trip should be held at this time.

Then let the children decide which aspects of the field trips and subsequent observations of the captured animals in the classroom they wish to do a report on. Let the children work as individuals or in groups of two or more on their projects. Some suggestions for projects are listed below.

1. Paint a mural of a tall grass zoo or a pond, showing such things as animals, birds, insects, and plants.

2. Make a booklet of the insects, animals, and birds seen on the field trip. Each page of the booklet should show a picture of the creature and tell some information about it, such as where it lives and what it eats.

3. Through words and pictures, show the life cycle of one of the creatures you observed. This can be based on actual classroom observation or on research.

4. Use a microscope to study insects and draw detailed pictures of parts of their bodies. A comparison study could be done of one body part of a number of insects such as eyes, wings, or legs.

5. Make a booklet of the plants of the tall grass zoo or the pond. Sample leaves and flowers should be pressed and mounted and information about each plant given.

6. Construct 3-D insects with paper, pipe cleaners, tissue paper, wire and beads and make a diorama to show their habitat. Try to show some aspects of the insects’ behavior.

7. Make a diary in pictures and words telling about the behavior of one of the creatures kept in the classroom.

8. Organize a tape presenting and identifying animal sounds and bird calls.

Presenting Information

Have the pupils take turns using their pictures, booklets, or other projects to give oral reports. If the children worked together to make a project such as a mural, have one member of each group report to the rest of the group or the class.

Have the children work together to prepare a classroom exhibit of their projects, animal homes, and other materials gathered or used for this theme on bulletin boards and display tables. Invite other classes to visit the exhibit and have the children act as tour guides for the visitors.

Evaluating

Let the children discuss the field trips and the reports they did. Encourage them to evaluate the organization and execution of these projects and their own participation in them.

They could also discuss the visitor response to their exhibit — which aspects of it were most successful and why.

“Do you think this was an interesting and worthwhile project? Tell why you think as you do. Which part of it did you like best? Why?”

INTEGRATIVE OPTIONS

Environmental
Studies:
Science

Environmental
Studies:
Science

Using the Microscope. Give the pupils any necessary instructions for using a microscope. Then let them look at pond water, insects, and plants through the microscope and draw and discuss what they see.

Discussing Ecology. "Talk with the class about things we could do to make the following areas better for wildlife: vacant lots, parks, roadsides, waste areas, school grounds."

"Talk with the class about the ways forests, soil, water, wildlife, and people depend on each other." You might also invite a game warden or forestry worker to visit the class to talk about ecology, wildlife, and conservation.

Book Center

Chenery, Janet. *The Toad Hunt*. Harper and Row.

Combines nature information with detective fun.

Conklin, Gladys. *The Bug Club Book*. Holiday House.

Conklin, Gladys. *We Like Bugs*. Holiday House.

Cooper, E. K. *Science in Your Own Back Yard*. Harcourt.

Ernest, Kathryn. *Charlie's Pets*. Crown.

Charlie's family argues about whether he should keep insect pets.

Goldin, Augusta. *Spider Silk*. Fitzhenry and Whiteside.

Hamberger, John. *Birth of a Pond*. Coward, McCann and Geoghegan.

The endless life cycle of life within a pond.

Hopkins, Lee Bennett. *To Look at Anything*. Harcourt Brace Jovanovich.

Nature poems and photos.

Kane, H. B. *The Tale of a Meadow*. Knopf.

Kratz, Marilyn. *Whose Garden?* Harvey House.

Explores nature through a tale of the inhabitants of a child's garden.

Lubell, Winifred and Cecil. *The Tall Grass Zoo*. Rand McNally.

Selsam, Millicent. *How to be a Nature Detective*. Harper and Row.

Simon, Seymour. *Pets in a Jar*. Viking.

Magazine

Ranger Rick's Nature Magazine. Canadian Wildlife Federation, 1673 Carling Avenue, Ottawa, Canada K2A 1C4

Film Center

To the Pond. 11 mins. Marlin.

Vacant Lot. 21 mins. Educational Film Distributors.

A Visit to a Pond. 9 mins. Educational Film Distributors.

We Grew a Frog. 13 mins. Educational Film Distributors.

Plants and Animals Depend on Each Other. 11½ mins. Coronet 3326.

Animals and Their Homes. 10½ mins. Coronet 847.

Our Animal Neighbors. 10½ mins. Coronet 1438.

Insects and Their Homes. 10 mins. Coronet 1558.

DECODING SKILLS

Objectives

- Recognizing and identifying new words, using context
- Recognizing and identifying new words, using synonyms and antonyms
- Recognizing and identifying the phoneme-grapheme correspondences /ē/ee, /ē/ea, /ē/ie, /ē/ei, /u/u, /u/o, /o/o, /o/au, /o/aw, /o/al, /o/wa
- Recognizing and identifying root words and plural forms
- Recognizing and identifying words using graphemic bases
- Dividing into syllables words with pronounced adjacent vowels; applying syllabication to decoding
- Observing the spelling of useful words
- Observing the spelling of the spelling words
- Spelling words in dictated sentences

Materials Needed

- Duplicated copies of the exercise on synonyms and antonyms (Optional)
- Duplicated copies of the exercise on plural forms (Optional)
- Lined worksheets for the spelling activities
- Spelling notebooks

Word Meaning

New Words: *magnifying glass, observe, areas, natural, supplies, activities, salamander, newt, container, crayfish, aquarium, separate, algae*

Decodable Words:

Enrichment Words: *pond scum, topics, research*

Recognizing and
identifying new
words, using
context

Write the following sentences on the board.

- Everything looks much bigger when you look through a magnifying glass.
- We observed the small creatures, looking at them very carefully.
- The ants travelled across the grassy area of the yard to the part where the flowerbeds are.
- Return the creatures from the home you made for them to the natural surroundings where they usually live.
- Observing small creatures, making tape-recordings, collecting plants and animals are all interesting activities.
- You may find salamanders, newts, crayfish, and other small creatures in damp places and ponds.
- You'll need jars, boxes, and other containers to carry home the plants and animals you collect.
- We filled one aquarium with water for the goldfish. We put earth and stones and a pan of water in the other one for the turtles and salamanders.
- Algae and other water plants grew in the pond.

Have each sentence read aloud. Call attention to the underlined word in each one, and let the pupils try to arrive at its meaning, using context to supply clues.

Duplicate the following exercise and distribute copies to the pupils for independent work.

Read each pair of words. If they have the same, or almost the same meaning, write S on the line between them. If they have opposite meanings, write O.

- | | |
|---------------------|------------------------|
| types___kinds | pretend___make believe |
| shallow___deep | cereals___grains |
| insects___bugs | supplies___equipment |
| remove___replace | enter___leave |
| separate___together | moist___damp |

Recognizing and
identifying new
words, using
synonyms and
antonyms
(Worksheet)

Recognizing and identifying the correspondences
 /ē/ee, /ē/ea,
 /ē/ie, /ē/ei; /u/u,
 /u/o; /o/o, /o/au,
 /o/aw, /o/al,
 /o/wa

Phonemic Analysis

Sketch on the board a bee, a frog, a bug, and a sign saying *NO*. On another part of the board, write these words.

field	tall	problems	trees	jungle
caught	study	wonders	above	August
blurt	watch	breathe	water	seize
piece	pond	always	newt	front
cover	awful	ceiling	lawn	award

Point to the words in random order and call on a pupil each time to pronounce the word, name the letter or letters that stand for the vowel sound in the word or in the stressed syllable, and tell under which picture the word belongs, according to the vowel sound. Write the word under the designated picture. Any words that do not contain a vowel sound corresponding to that in *bee*, *frog*, or *bug* are to go under the sign saying *NO*.

Structural Analysis

Duplicate the following exercise and distribute copies to the pupils for independent work.

Add *s* or *es* to these words and write the words you make on the lines.

container	_____	newt	_____
match	_____	area	_____
leaf	_____	box	_____
bunny	_____	yourself	_____
glass	_____	fly	_____

Take away the ending from each of these words. Write the root words on the lines.

animals	_____	creatures	_____
activities	_____	shelves	_____
calves	_____	messes	_____
dishes	_____	supplies	_____
stones	_____	places	_____

Syllabication

Write *giant* on the board. Call upon a pupil to pronounce the word and tell where it should be divided into syllables. Recall with the pupils that when two vowels come together in a word and each vowel stands for a separate sound, the word is divided into syllables between the two vowels.

Write these words on the board.

lion	quiet	radio
realize	museum	experience
area	cereal	idea

Call upon pupils to pronounce each word, tell where it should be divided into syllables, and explain why it should be divided in that way.

Now put these unfamiliar words on the board.

poet champion dial geography ruined

Allow time for the pupils to decode the words, using syllabication and phonemic principles. Then have each word pronounced.

When the words have been decoded, ask the pupils to decide in which sentence below each word belongs.

1. When you phone, be sure to_____the right number.
2. I like the verses that_____wrote about flowers.
3. Tom_____his good shoes splashing in the puddles.
4. Maria is the_____runner of our class.
5. We are studying about the_____of Africa.

Recognizing root words and plural forms (Worksheet)

Dividing into syllables words with adjacent pronounced vowels; applying syllabication to decoding

Spelling

Spelling useful words: goes, letter; singular and plural forms

Write these sentences on the board and have them read.

John goes to school every day.

Mary wrote a letter to Grandma.

Call attention to the underlined words and discuss their spelling, noting the root word *go* and the *es* ending in *goes*; the double *t* in *letter*. Ask volunteers to use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Spelling pretend, explore, tape

Write *pretend*, *explore*, and *tape* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the prefix *pre* in *pretend*; the prefix *ex* and the final *e* in *explore*. Ask the pupils to copy each word five times on their worksheets, checking each time to be sure the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as these.

Let's pretend we are flying to the moon. pretend

Kevin set out to explore the new neighborhood. explore

Did you remember to bring the tape recorder? tape

We camped near a farm with a red barn. barn

A young calf came frisking up to the fence. calf

We slept in a tent that night. slept

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook.

Dictate the following words for the pupils to write on their worksheets. The words should be presented in simple sentences.

pond, ponds; rock, rocks; plant, plants
stone, stones; piece, pieces; home, homes
bush, bushes; rich, riches; fox, foxes
army, armies; family, families; city, cities
calf, calves; scarf, scarves; wolf, wolves

Spelling words in dictated sentences

Read each sentence to the pupils. Then dictate it slowly and clearly as the pupils try to write it on their worksheets.

Sunshine and showers make the wild flowers grow.

Fish, bugs, and small animals live in and around a pond.

It is interesting and exciting to explore your own backyard.

LANGUAGE DEVELOPMENT

Objectives

Producing, recognizing, and identifying sentences using subjects and predicates, nouns and verbs, adverbs and adjectives

Punctuating sentences: periods, question marks, quotation marks, exclamation points, commas to separate clauses and in direct speech

Materials Needed

Lined papers and/or pupil notebooks

Colored chalks

Producing,
recognizing, and
identifying
sentences using
subjects and
predicates, nouns
and verbs,
adverbs and
adjectives

Sentence Building

Write the following sentences on the chalkboard. Ask the pupils to read each one. Have them find a word that tells what someone did. Then have them draw two lines under the “doing part.” Ask them to draw a circle around the word that tells *how* about the “doing part.” Have the children find a word that tells *who* or *what* did the action. Direct the pupils to draw one line of a different color under the “name part.” Then ask them to identify the word that describes a “name word” and have them draw a box around it.

1. The tiny ants ran quickly.
2. A giant bug jumped carefully onto the branch.
3. A silver fish swam slowly in the pond.
4. The little girl peered carefully at the grass.

Write the following words on the chalkboard.

- | | |
|------------|-------------|
| 1. silly | 6. forest |
| 2. people | 7. dark |
| 3. smiled | 8. yellow |
| 4. easily | 9. climb |
| 5. cheered | 10. angrily |

Refer to the first word on the chalkboard. Ask a child to read the word and tell whether it is a “name word,” “doing word,” a word that tells *how* about the “doing word,” or a word that describes a “name word.” Elicit that it is a word that describes a “name word.”

“Who do you think was silly? What ‘name word’ can you put with this describing word? The children might suggest *The silly dragon*. “What ‘doing word’ can you add to make a sentence?” Write the pupil’s suggestion on the board; for example, *The silly dragon danced*. “Now add a word that tells *how* the silly dragon danced.” Add the pupils’ suggestion; for example, *The silly dragon danced beautifully*.

Have the children build sentences in a similar manner with the rest of the words.

Punctuating
sentences:
question marks,
quotation marks,
exclamatory
points, commas to
separate clauses
and in direct
speech

Punctuation

Write the following sentences on the chalkboard and have the children read them silently and aloud.

1. Put the frogs turtles and salamanders in separate pans
2. Should the water be warm
3. Ricardo said The water should not be cold
4. What a beautiful fish
5. Because the children will be outside they should wear their jackets
6. Look at that beetle Sue yelled

Have the children copy the sentences on pieces of lined paper and punctuate them independently.

WRITING

Objectives

Learning to write the letter *F*

Writing numbers

Developing cooperative paragraph; writing topic sentence

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

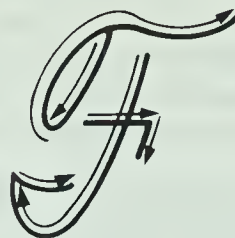
Materials Needed

Handwriting notebooks

Handwriting

Learning to write
the letter **F**

Teach the children how to write the upper-case form of the letter *f*, following the established procedure.



When the pupils have shown that they can write the letter *F* correctly, have them practice the following words and sentences.

February

Friday

Fay

Mr. Ford and Farmer Fields

went to Fredericton

Follow the trail through

Friendly Forest

Have the children practice writing the numbers.

1

3

5

7

9

2

4

6

8

0

Directed Writing

With the pupils, develop a chalkboard paragraph about one of the creatures they have studied.

Discuss the topic briefly, reviewing the details needed to develop the topic. Use the discussion as a basis for the paragraph. Encourage the pupils to suggest a topic sentence and developing sentences. The topic sentence may be the first or the last sentence. Elicit that the topic sentence tells about all the other sentences, and that all the other sentences in the

Developing
cooperative
paragraph

paragraph give more information about the topic sentence. Then have the pupils suggest a title for the paragraph.

Creative Writing

Personal Writing

Have the pupils write their own paragraphs about one or more of the creatures studied. Encourage the pupils to try to write their own topic sentence.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**
See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Hopscotch

Decoding Skills:
Structural Analysis

Objective

Recognizing and identifying verb forms
with *s, es, ed, ing*

Number of Players

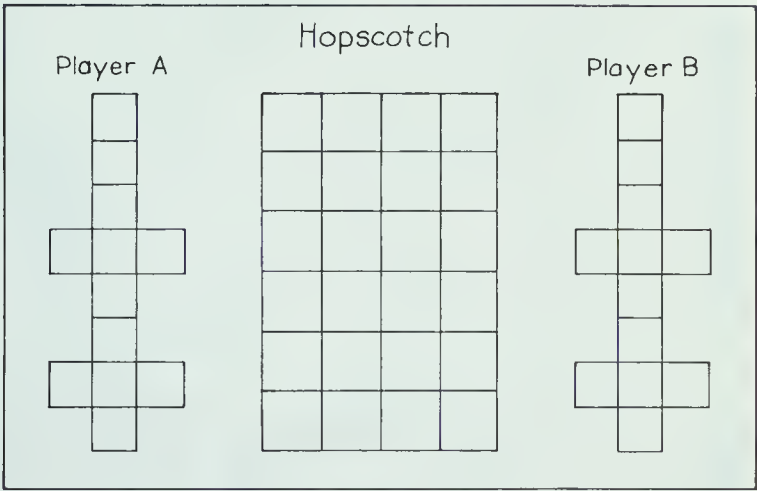
Two

Materials Needed

- One "Hopscotch" board
- One set of 24 cards, each with root verb such as *ache, hitch, identify, sigh, offer, carry, teach, cure*; This set of cards is called Set A.
- One set of 24 corresponding cards, each with root and verb endings such as *ached, hitches, identifies, sighing, offered, carries, teaches, cures*. This set of cards is called Set B.

Procedure

Set A cards are dealt face up in each of the player's twelve hopscotch squares. Set B cards are placed face down between the players in the center squares. Each player in turn takes one of the Set B cards and reads the word. If the player can match the card with one on his or her own hopscotch, it is placed in the appropriate square. If the card cannot be matched, it is returned to the board. The winner is the player who matches all the squares in her or his hopscotch first.



COMPREHENSION

Using the table of contents
Speculating; formulating questions
Observing picture details
Predicting
Recalling details; verifying answers
Noting imagery
Identifying emotions
Reading interpretively
Discriminating between real and make-believe
Identifying problems and solutions
Describing character
Drawing inferences
Making judgments
Noting lesson of story
Valuing
Discriminating between relevant and irrelevant objects
Recognizing and identifying sequence

INTEGRATIVE OPTIONS

Drama — making a play
Visual Arts — illustrating scenes from the story — painting props — making a comic strip
Environmental Studies: Social Studies — finding out more about Japan
Environmental Studies: Science — doing experiments with sound
Books — reading independently

DECODING SKILLS

Recognizing and identifying words
Recognizing and identifying word relationships
Recognizing and identifying the phoneme-grapheme correspondences /n/n, /n/kn, /r/r, /r/wr, /oi/oi, /oi/oy, /f/f, /f/ff, /f/gh, /f/ph
Recognizing and identifying compound words
Dividing words into syllables; applying syllabication to decoding
Spelling useful words, spelling words, dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — uses of apostrophe — use of series of periods — use of onomatopoeia — adjectives
Producing, recognizing, and identifying compound sentence patterns
Producing, recognizing, and identifying complex sentence patterns using the connectives *for, before, since, as, if, and after*
Using, recognizing, and identifying nouns and adjectives
Using, recognizing, and identifying subjects and predicates, adverbs and adjectives to produce sentences
Punctuating sentences
Producing, recognizing, and identifying alphabetic sequence
Using guide words in a dictionary

WRITING

Learning to write the letter G
Developing story details: writing story beginning, body of a story, and story ending
Applying comprehension, decoding, language, and writing skills to produce Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying the phoneme-grapheme correspondences /k/k, /n/kn, /w/w, /r/wr, /f/gh, /f/ph
Recognizing and identifying compound words

Literary Appreciation**

Relating picture to story
Appreciating imagery
Identifying emotions of characters
Reading interpretively
Discriminating between real and make-believe
Identifying problem in story and its solution
Valuing the story

Listening**

Listening attentively in discussions
Listening to interpretive reading
Listening to experiments with sound
Listening to identify phoneme-grapheme correspondences /n/n, /n/kn, /r/r, /r/wr, /oi/oi, /oi/oy, /f/f, /f/ff, /f/gh, /f/ph
Listening to divide words into syllables
Listening to spell words

This selection relates to the theme "On Monday the River Was Missing,"
in *Starting Points in Language P*.

COMPREHENSION

Objectives

Using the table of contents
Speculating; formulating questions
Observing picture details
Predicting
Recalling details; verifying answers
Noting imagery
Identifying emotions
Reading interpretively
Discriminating between real and make-believe
Identifying problems and solutions
Describing character
Drawing inferences
Making judgments
Noting lesson of story
Valuing
Discriminating between relevant and irrelevant objects
Recognizing and identifying sequence

Developing Pupil Inquiry

*Using the table of
contents;
speculating*

Have the children find the title of the story in the table of contents. Encourage them to think about what the story might be about. "What kinds of sounds might a magic listening cap let you hear that you ordinarily can't hear? How might you be helped by hearing these things? What troubles might happen to you because you heard these things? What special sounds would you like to hear with a magic listening cap? Why?"

*Formulating
questions*

"What kind of story do you think this might be? Tell why you think as you do."
"What questions would you like to ask about the story?" Record the questions the children pose on the chalkboard or on a piece of chart paper. They may ask questions such as,

Where did the cap come from?
Who got the cap?
What did the person do with the cap?
Did the cap help him or get him into trouble?

*Observing picture
details*

*Formulating
questions*

Have the children refer to the table of contents again to find out on what page the story begins. "Look through the pictures in this story. What did you learn about the story from the pictures?" Let the children discuss their ideas relating to the location, characters, and plot of the tale. If the children have any further questions they wish to add to the question box, let them do so at this time.

Developing Pupil Response

Reading

Have the children read the story silently. Most groups should be able to handle the entire selection. However, if it should be more than a particular group can deal with, a halfway reading

point could be at the bottom of page 56. Let the children discuss what has occurred so far in the story and consider what plan the old man could think up so as to be heard and believed. Then have them read on to the end of the story.

When the reading has been finished, the children should think about the answers to the questions they posed before reading, and be ready to give the answers and read from the text to support them.

There are many unusual and beautiful phrases in this tale. The children might skim the story to find these. As each one is given, ask the child to tell how the same thing might be said in more ordinary language so that they can appreciate the beauty of expression and its effectiveness. They will find such phrases as *such sounds as you have never heard before; heard their noisy chatter fill the air above him; it forever cries and moans; the sky sprinkled with glowing stars.*

The old man exhibits many emotions during the course of the story. The children could trace his feelings as each event occurs, for example, sadness, resignation, surprise, interest, kindness, doubt, gratitude, and happiness.

Let various children read the parts of the old man, the guardian god, the crows, the trees, the wife. Have a narrator to read the unspoken parts. Encourage the readers to try to read their parts with the expression the characters would use and give them time to prepare their interpretation. If the group is large, the narrator and characters might be changed frequently.

Synthesizing

1. "Could this be a true story? Why or why not? What parts are make-believe? What parts could really happen?"

2. "In the story you have just read there is more than one problem. What is the old man's problem? the rich man's problem? the tree's problem? What are the solutions to these problems? Tell how these solutions are all linked to one another."

3. "What sort of man was the old man who received the magic cap? Why do you think the guardian god helped him? How did he show that he truly deserved his good fortune?"

4. "Was the old man the only one in the story to have kindly concern for others? What other examples can you think of?"

5. "What do you think Yoshiko Uchida wanted to tell his readers through this story?"

6. "What did you learn from this story about the people and their customs? Read parts that support your answer."

Developing Comprehension, Research, and Listening Skills

Critical Comprehension. Distribute copies of the following exercise. Ask the children to read each phrase and decide whether or not it describes an object(s) that was important in the story. If it does not, they are to draw a line through it.

a nearby shrine
a magic listening cap
old shoes
two black crows
a brown cow
a camphor tree

a guest house
apple blossoms
a wealthy man
an evil spell
a goldfish
a patched coat

Have the children write three sentences about the story incorporating as many of the remaining phrases as possible.

Creative Comprehension. Print the list of story titles below on the chalkboard. Have the children read each title and tell whether they think the story would be make-believe or realistic. Ask the children to give reasons for their answers.

The Rooster and the Ghost Cat
The Thieving Elves
A Boy and a Deer
Spitz, Space Dog
Sally's Caterpillar: A True Story
Eddie the Dog Watcher
A Wonder Book and Tanglewood Tales

The Case of the Missing Marbles
Jonathan Crow, Detective
Me and Arch and the Pest
The Star Thief
Almiero and the Ogre
The Magic Bird
The Holiday

Literal Comprehension. Discuss with the children what a time line is and how it is set up. You may wish to make up a time line of a previous story in the reader as a sample.

Ask the children to skim through the story to note the important events that occur and devise a time line. If the children have trouble with their time lines, you may wish to fill in random events for them as a guideline.

The completed time line should look somewhat as follows:



INTEGRATIVE OPTIONS

Drama

Making a Play. A group interested in acting out the story as a play might find this selection suitable for adapting. Refer to the suggestions given for “Many Moons” in the teacher’s guidebook, Book 1.

Visual Arts

Illustrating Scenes From the Story. “Draw a picture of a scene in the story that is not pictured in your reader. You might choose a scene you visualized when you read a passage that impressed you.”

Painting Props. “If some members of the group are planning to put the story on as a play, you might have others make and paint props and backgrounds that will be needed.”

Making a Comic Strip. Several children may enjoy working together to make a comic-strip version of the story. The members of this group will need to divide the story into parts and decide what scenes and dialogue they wish to include in each frame of the strip.

Other pupils could draw comic strips of the original stories they wrote earlier.

Finding Out More About Japan. Some pupils will want to know more about Japan. "See what you can find out about its people, their customs, the way in which they make a living, their clothing, and their homes."

To show what they learned from their research, the children could set up a bulletin-board display of life in Japan today.

Doing Experiments With Sound. Have the pupils do the following experiments involving principles of sound.

1. Equipment: rubber bands an empty can piano

Method: Talk and sing while touching your fingers to your throat. "What do you feel?"

Hook a rubber band around a door knob. Stretch it and then pluck it with your fingers. "What do you hear? What do you see?"

Look into a piano. Strike some notes on the keyboard. "What do you hear? What do you see happening to the strings inside the piano?"

Speak into an empty can and touch your fingers to the bottom of the can. "What do you feel?"

These experiments show that vibrations cause sound.

2. Equipment: spoons string
 empty tin cans small nail and hammer
 a watch meter stick

Method: Tie a spoon to a piece of string about 1 m long and hold the end of the string to your ear. Swing the spoon to hit against a desk. "What do you hear?"

Punch a hole in the bottoms of two empty tin cans with a small nail and a hammer. Take about 4 m of heavy string, put the ends of the string through the holes in the cans, and knot them to keep them in place. Have one person hold one can and another person hold the other can and pull the string tightly between you. One person will speak into his or her can while the other person holds the other can to his ear and listens. "What do you hear?"

Hold a watch at arm's length from your ear. "What do you hear?" Now hold one end of a meter stick to your ear and have someone hold the watch against the other end of the stick. "What do you hear?"

These experiments show that sound vibrations can travel through things such as string and wood.

3. Equipment: meter stick elastic bands of different widths box

Method: Place one end of a meter stick on the edge of a table and hold it firmly. Hit the free end. "What do you hear?" Move the ruler farther back onto the table and hit it again. "What do you hear?" Move the ruler farther back again and hit it. "What do you hear?"

Put several elastic bands of different widths around a box. Pluck the strings one at a time. "What do you hear?"

The pitch (highness and lowness) of sound is affected by the speed at which the object transmitting the sound vibrates. The shorter stick and the thinner elastic band vibrated faster to create a higher note.

4. Equipment: empty pop bottles

Method: Take two empty pop bottles and hold one a centimeter away from your ear and hold the other to your mouth. Blow into the bottle at your mouth to produce a hoot or musical note. "What do you hear?"

A similar sound was heard in the bottle held to the ear because the vibrating air set up by the hoot caused the air in the other bottle to vibrate also. This phenomenon is called "sympathetic vibrations."

5. Equipment: stiff paper

Method: Make a megaphone by rolling up a piece of paper. Stand a good distance away from someone and speak to him in a normal tone of voice. Then speak to him through the megaphone. "What do you hear?"

The megaphone directs the sound waves and prevents them from spreading out which makes them sound louder.

After the experiments have been completed, let the children discuss their observations and results.

Talk with the pupils about the scientific principles involved in the experiments they did. The children could do some research to see what they can learn about sound themselves before the discussion begins. Then have the children formulate a cooperative chart listing what they learned about sound from their experiments.

Book Center

Callen, Larry. *The Deadly Mandrake*. Little, Brown.

Three friends rid their village of a curse.

Hitz, Demi. *Lu Pan: The Carpenter's Apprentice*. Prentice-Hall.

A humble boy becomes a great artisan.

Jameson, Cynthia. *One For the Price of Two*. Parents' Magazine Press.

Old Kichei learns a lesson about excessive boastfulness in this Japanese folk tale.

Wolkstein, Diane. *The Magic Orange Tree: And Other Haitian Tales*. Knopf.

An anthology of folk tales.

Yolen, Jane. *The Hundredth Dove and Other Tales*. T. Y. Crowell.

Seven original and lovely tales by an imaginative story teller.

Yolen, Jane. *The Seeing Stick*. T. Y. Crowell.

A blind Chinese princess' sight is restored by the magic powers of a poor woodcarver.

Film Center

Hiroko Ikoko. 20½ mins. National Film Board.

The Crane's Magic Gift. 17 mins. Coronet 1927.

The Rolling Rice Ball. 11 mins. 1817 Coronet.

Ho and His Kite. 10½ mins. Coronet 1562.

DECODING SKILLS

Objectives

Recognizing and identifying words, using context

Recognizing and identifying word relationships

Recognizing and identifying the phoneme-grapheme correspondences /n/**n**, /n/**kn**, /r/**r**, /r/**wr**, /oi/**oi**, /oi/**oy**, /f/**f**, /f/**ff**, /f/**gh**, /f/**ph**

Recognizing and identifying compound words

Dividing words into syllables; applying syllabication to decoding

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

Materials Needed

Duplicated worksheets for the word-meaning exercise (optional)

Lined worksheets for the spelling activities

Spelling notebooks

Word Meaning

New Words: *honest, offering, guardian god, shrine, rustle, camphor tree, evil spell*

Decodable Words: *beyond, neither, wealthy, guest house, human beings, trembling, hollow, cedar, coins*

Enrichment Words: *nightingale, herbs, charcoal brazier*

Duplicate the following exercise and distribute copies to the pupils for independent work.

1. From today on I shall change your fortune.

____ From now on I shall see that you have a different kind of luck.

____ From now on, I'll turn your many big bills into smaller bills and coins.

2. How is life in the land beyond the sea?

____ Is there anybody living in the part of the country that is farther away than the ocean?

____ What is happening in the country on the other side of the ocean?

3. Each time it sends out new shoots from beneath the house, they are cut off by the gardener.

____ Every time it fires a gun from under the house, the gardener stops the bullets.

____ Every time it stretches out new young branches from under the house, they are clipped off by the gardener.

4. It has cast an evil spell on the wealthy man.

____ It has put a curse on the rich man.

____ It has worked bad magic on the rich man so that he can't remember how to spell words.

5. I shall pretend to be a fortuneteller.

____ I shall pretend to be a person who can tell people what is going to happen to them.

____ I shall pretend to be a very rich storyteller.

6. I shall do anything to cure my husband.

____ I shall do anything to get rid of my husband.

____ I shall do anything that will make my husband get well again.

Ask the pupils to read each underlined sentence and the two sentences below it. Have them put an X on the line beside the sentence that says approximately the same thing as the underlined sentence.

If preferred, the exercise may be written on the board and the responses given orally.

Write the following rows of words on the board.

1. camphor, shrine, pine, cedar
2. shoots, gardener, branches, twigs
3. honest, truthful, magic, just
4. evil, wicked, bad, spell
5. offering, gift, guardian, present
6. cries, moans, groans, rustles
7. feast, quilt, banquet, meal
8. damp, airy, moist, wet

Have each row of words read aloud. Call upon pupils to tell which word does not belong with the other words in the row and explain why.

Phonemic Analysis

Write the following groups of sentences on the board.

1. The old man knelt at the nearby shrine until his knees ached.
2. The boy never knew who had knocked him down.
3. I know I put everything I needed in my new knapsack.
4. The man wrinkled his brow. Was he right or wrong?
5. He realized that some wrens were roosting on the roof.

Recognizing and
identifying words,
using context

Recognizing and
identifying word
relationships

Recognizing and
identifying
correspondences
/n/n, /n/kn; /r/r,
/r/wr; /oi/oi, /oi/oy,
/f/t, /f/ff, /f/gh, /f/ph

6. He wrote about the rich reward the wealthy man had given him.
7. The tree enjoyed having its roots in the moist soil.
8. The noisy voices of the crows filled the air.
9. Will the royal family employ the loyal boy?
10. Jenny sniffed some camphor to stop her cough.
11. The elephant's tricks were funny enough to make us laugh.
12. He wrote our phone number on his shirt cuff.

Have each sentence read aloud.

In sentences 1-3, call on pupils to underline every word in which the /n/ sound is heard and identify the letter or letters standing for the sound.

In sentences 4-6, ask pupils to underline every word in which the /r/ sound is heard and have the letter or letters standing for the sound identified.

In sentences 7-9, have pupils underline every word in which the /oi/ sound is heard and identify the letters standing for the sound.

In sentences 10-12, ask pupils to underline every word in which the /f/ sound is heard and identify the letter or letters that stand for the sound.

Structural Analysis

Write *everything* on the board. Have the word pronounced and elicit that it is a compound word made up of the two smaller words *every* and *thing*. Recall that we frequently join two words to make a longer word.

Write these columns on the board.

1. near	thing	_____
2. road	fish	_____
3. any	side	_____
4. bed	houses	_____
5. for	by	_____
6. ware	night	_____
7. cray	nip	_____
8. cat	ever	_____

Call upon pupils to join words from Column A and Column B to form compound words. As each compound is given, write it on a line in Column C. (Some words can be used more than once and *night* does not form a compound with any of the words in Column A.)

When all the compounds have been made, have the pupils decide which compound belongs in each sentence below.

1. The wealthy man owned many _____ along the waterfront.
2. The old man sat at the sick man's _____.
3. We stopped by the _____ to eat lunch.
4. He visited a _____ shrine every day.
5. Pat bought a _____ mouse for Tiger.
6. Maria found a _____ near the pond.

Syllabication

Write *uncertainly* on the board and have it pronounced. Call upon a pupil to tell where it should be divided into syllables and explain why it should be divided in that way. Recall that when we divide longer words into syllables, we first look to see if the word has any suffixes and prefixes and mark these off as separate syllables. Then we divide the root word according to the rules we have learned.

Write the following words on the board.

discomfort	offering	gardener	carefully
recovery	silently	wonderful	guardian

Call upon pupils to tell where each word should be divided into syllables and explain why. Have some of the words used in oral sentences.

Recognizing
and
identifying
compound words

Dividing
words into
syllables;
applying
syllabication
in decoding

Now write these sentences on the board. Each one contains a word that has not been presented in the core vocabulary.

1. Do you like to read mystery stories?
2. We were careful not to awaken the baby.
3. In some games the player is blindfolded.
4. Don't forget to disconnect the iron.
5. The best pictures were displayed on the bulletin board.
6. Ann could see her reflection in the pool.

Ask the pupils to read the first sentence silently. Call attention to the underlined word and have the pupils decode it, using phonemic and syllabication principles. If necessary, let the pupils use pencil and paper in their decoding.

When sufficient time has elapsed, have a pupil read the sentence aloud, as the others listen particularly to the underlined word. If all do not agree with the reader's decoding of the word, ask a number of pupils to explain how they decoded it. Have each variation tried out in the sentence to see if it makes sense.

Proceed in the same manner with the other sentences.

Spelling

Write these sentences on the board and have them read.

His money and food were all gone.
He didn't even have a penny left.

Call attention to the underlined words and discuss their spelling, noting the *ere* standing for the /èr/ sound in *were*; the *e* standing alone as a syllable and the *e* in the unstressed syllable in *even*. Ask pupils to use the words in oral sentences, and then have them entered in the list of useful words in the spelling notebooks.

Write *know, wrong, oil, boy, rough, phone* on the board and have them pronounced. Then dictate the following words for the pupils to try to write on their worksheets. The words should be presented in simple sentences, and then entered in the list of useful words in the spelling notebook.

knit, knot, knight, knock
write, wren, wrap, wrinkle
toil, soil, boil, noise
toy, enjoy, ahoy, coy
tough, enough
photo, graph, elephant, phantom

Write *magic, honest, and empty* on the board and have them pronounced. Discuss their spelling, calling attention to the *g* standing for the /j/ sound and the final *c* in *magic*; the *h* at the beginning of *honest* not standing for a sound in the word; the need to pronounce *empty* carefully, so that the *p* is heard and will not be overlooked in spelling the word.

Ask the pupils to copy each word five times on their worksheets, pausing each time to check that all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as:

The god gave the old man a magic cap. magic
The man was poor but honest. honest
His purse and his cupboard were empty. empty

If a pupil misspells a word, have him or her enter it in the list of difficult words in his or her spelling notebook. Encourage the pupils to review their difficult words often.

Read each sentence to the pupils. Then dictate it slowly and clearly as the pupils try to write it on their worksheets.

I wonder how much gold the poor man got.
The observant girl found a different kind of weed.
Mom boiled the tough meat for a long time.

Spelling

useful words:

were, even; words
with /n/kn, /r/wr,
/oi/oi, /oi/oy, /f/gh,
/f/ph

Spelling words:

magic,
honest, empty

Spelling words in dictated sentences

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying —uses of apostrophe

—use of series of periods

—use of onomatopoeia

—adjectives

Producing, recognizing, and identifying compound sentence patterns using the connectives *so*, *but*, and *and*

Producing, recognizing, and identifying complex sentence patterns using the connectives *for*, *before*, *since*, *as*, *if*, and *after*

Using, recognizing, and identifying present tenses *doesn't* and *don't*

Using, recognizing, and identifying nouns and adjectives

Using, recognizing, and identifying subjects and predicates, adverbs and adjectives to produce complete sentences

Using, recognizing, and identifying the articles *a* and *an* in sentences

Using, recognizing and identifying homonyms

Punctuating sentences: periods, question marks, commas, exclamation points, quotation marks, the apostrophes

Producing, recognizing, and identifying alphabetic sequence; alphabetizing to the third letter

Using guide words in a dictionary; recognizing that more than one meaning for a word is often given

Materials Needed

The readers

Lined papers and/or pupil notebooks

Cards for the words required under Dictionary Skills

Dictionaries

Sentence Awareness

Recognizing and
identifying uses
of apostrophes

Ask the children to turn to page 54 in their readers and find the contraction *I've* at the beginning of the fourth paragraph. Recall that the apostrophe shows readers that one or more letters have been left out of the second word represented in the contraction. Elicit that the contraction takes the place of the long form *I have* and that the letters *ha* have been left out.

Have the pupils find the word *man's* in the second paragraph on page 59. Have the pupils note the apostrophe and elicit that *'s* in the phrase *man's home* means that the home belongs to the man.

Have the pupils find other contractions and possessives in this and the previous stories and note the position of the apostrophe in each one.

Recognizing and
identifying use of
series of periods

Ask the children to turn to page 61 and read the sixth paragraph. Have them note the series of periods after the word *die* in the second and third lines. "What do you think these series of periods mean? Why do you suppose the writer put the periods there?"

"How would you read this sentence? Read it for us the way you think it should be read." Elicit that the sentence should be read with an unfinished inflection, drawing out the word *die* each time.

Have the children discuss and read other parts of this and previous stories in which series of periods are used.

Recognizing and
identifying use
of onomatopoeia

Have the children turn back to page 55 and read the second paragraph. Ask them to find a "sound word," a word that imitates a sound. Then have the pupils find other examples of sound words on pages 56, 58, and 61.

Recognizing and
identifying
adjectives

Direct the pupils to turn to page 54 and read the first sentence. Ask them to find the "name word" in the first line. "What two words describe or give us more information about the man? What other words in this sentence give us more information about the man? Is it more interesting to read about a *man* or an *honest old man who was kind and good but poor*? Why?"

Ask the pupils to turn to page 55 and read the last paragraph. Have them find a "name word" in the third sentence. "What two words describe this cap? What words in the first sentence also give us more information about the cap? Is it more interesting to read about a *cap* or a *little red magic listening cap*? Why?"

In the same manner, have the pupils find and read other adjectives in the story.

Sentence Building

Write the following story on the chalkboard and have the children read it silently and aloud.

Direct the pupils to name the word that correctly completes each sentence. Then write the word in the blank space, or have a child do so, and have the entire sentence read again. You may wish to complete most of the story on the chalkboard, have the children copy it, and direct them to complete the remainder on their papers.

and so but

An old man had nothing to give to his guardian god ____ he offered himself. The old man had been honest and good ____ his guardian god gave him a magic listening cap. The man thanked the god for the cap ____ hurried toward home.

The sun was hot ____ he stopped to rest. He saw two crows ____ he put on his magic cap. The crows talked of many things ____ the man couldn't forget the story of the dying man. He wanted to save the dying man ____ he pretended to be a fortuneteller.

He went to the man, told him to dig up a camphor tree ____ plant it somewhere in the garden. The tree was moved to the garden ____ the dying man got well.

Write the following exercise on the chalkboard and have the pupils read it silently and aloud.

Direct the children to form each pair of sentences into one sentence with the use of one of the connectives listed at the top. Complete the first two sentences cooperatively at the chalkboard and have the children complete the remainder on their lined papers. The connective may be used at the beginning or in the middle of the sentences. In most of the sentences, more than one of the connectives may be used correctly.

for before since as if after

1. The old man walked along. The sun grew hot.
2. The tree is not dug up. The spell will not be broken.
3. The man was taken to the guest house. The feast was over.
4. The gardeners carried the tree. The carpenters held it up carefully.
5. Mr. Mugs jumped up playfully on the man. He could step back.
6. The tree has grown quickly. It was planted.
7. The fortuneteller shivered. The sun had gone down.
8. Danny ate his supper. He washed his hands.
9. Jenny has been trying to stop sucking her thumb. She has been eating too many candies.
10. The man walked along the road. A good idea came to him.
11. Billy would be in the same grade as his brother. He didn't learn to read.
12. The giant played his magic harp. He called for his magic hen.

Place the exercise below on the chalkboard. Have the pupils read the paragraphs and the words at the top. Then have them insert the correct "doing word" in each blank space to complete each sentence. Do the first paragraph cooperatively at the board and have the pupils complete the second one independently.

After the exercise is finished, have the children complete the second paragraph on the chalkboard and read it aloud. Then ask the pupils to compose sentences of their own using the given present tenses.

doesn't don't

The crows ____ know that the poor man is listening to them talk about a wealthy man who ____ have his health. All the herbs ____ help the sick man. Medicine ____ help him either. It ____ matter whether you are rich or poor if you ____ have your health.

Producing,
recognizing, and
identifying
compound
sentence patterns
using the
connectives so,
but, and and

Producing,
recognizing, and
identifying
complex
sentence patterns
using the
connectives for,
before, since, as,
if, and after

Using,
recognizing, and
identifying
present
tenses doesn't
and don't

Billy and Jane _____ want to go to the zoo any more. Kim and Jodi _____ go skating on Saturdays. Emma _____ like to play ball. Alexander _____ like to play hockey. Mike _____ own a bike because he _____ like to ride. Sometimes Ken _____ like to swim and sometimes Billy _____ like to play tag. Judy says it _____ matter if the TVset _____ work. What _____ you like to do sometimes?

*Using,
recognizing, and
identifying
nouns and
adjectives*

Write the following words on the chalkboard. Elicit from the group that all the words are “name words,” or nouns. Have the children tell whether each one is a person, animal, or thing. Have the pupils add one or more adjectives to each words to make a descriptive phrase. The exercise may be done orally, or as a written activity.

door	thunder
salamander	fireworks
fire	lemon
nightingale	ice cream
man	hamburger
girl	music
clown	ship

Write the following exercise on the chalkboard and have the pupils read the words and phrases.

*Using,
recognizing, and
identifying
subjects
and predicates,
adverbs and
adjectives to
produce complete
sentences*

The man	eagerly	noisy
Billy’s dad	well	huge
ran and jumped	slowly	magic
offered	quickly	honest
A train	carefully	wealthy
is whispering	happily	little
Six spiders	softly	happy
The cap	loudly	long
shouted	excitedly	short
saw	proudly	round
	hungrily	black
	rudely	loud
	tightly	dusty
	nervously	green
	sharply	

Refer to the column on the left and direct attention to the first phrase. “Is this a finished sentence? Why isn’t this a finished sentence? Is this the ‘doing part’ or the ‘name part’ of the sentence? How do you know? Is this ‘name part’ a person or a thing?”

“What part of the sentence is missing?” Have the children suggest a ‘doing part’ to complete the sentence.

Continue in a similar manner to have the pupils identify the rest of the phrases and add a subject or a predicate to complete each one.

Elicit that the words in the second column tell *how* about the “doing parts” and the words in the third column give more information about the “name parts” of the sentences. Then have the pupils add an adverb and an adjective from the columns on the right to each sentence, or they may use other adverbs and adjectives that they know.

The exercise may be done orally or partly as a written activity. If the pupils write some of the sentences on their papers, have them take turns reading their completed sentences aloud.

Write the following exercise on the chalkboard and have the pupils read the sentences silently.

*Using,
recognizing, and
identifying
the articles
a and an in
sentences*

a an

1. There is _____ tree in the garden.
2. John bought _____ bike.
3. Billy spoke to _____ old man.
4. Judy ate _____ apple.

5. Marty ate ____ egg.
6. Ken put his pencils in ____ box.
7. Sam wanted ____ ice-cream cone.
8. Grandpa made ____ upside-down cake.
9. Danny's dad got ____ new car.
10. Emma and Ilse shared ____ orange.

Have a volunteer read the first sentence aloud, choosing one of the articles to complete it correctly. Write the article *a* in the blank space, or have the child do so, and have the sentence read again.

Continue in the same manner with the rest of the sentences.

After the exercise is finished, have volunteers put a check mark beside each sentence in which the article *an* was used. Ask the children why they think *an* was used instead of *a* in these sentences. Discuss with the group that if a word begins with a vowel, *an* is used before it; if a word begins with a consonant, *a* is used before it. (If necessary, review which letters are vowels and which are consonants.)

Homonyms

Write the following exercise on the chalkboard and have the pupils read it silently.

1. The bear was sleeping in the log. The old man's cupboard was ____.
2. Billy read eight books. Then he ____ some carrots and peas.
3. Curt jumped from the fourth step. Mr. Mugs ran back and ____ in the yard.
4. Here comes the parade! Can you ____ the band?
5. There was one book on the table. Andrew ____ a prize at the party.
6. The knight found the dragon in the forest. He went there at ____.
7. What will Molly buy at the store? She'll walk ____ the school on her way to the store.
8. The ball went through the hoop. Tonina ____ it.

Refer to the first pair of sentences on the chalkboard. Have a volunteer read the sentences aloud and use a word in the blank space that sounds the same as the underlined word in the first sentence. Ask the child to spell the word that completes the second sentence. Write the word in the space on the chalkboard, or let the child do so. Elicit that the word sounds the same as the underlined word, but has a different meaning and is spelled differently. Some pupils may need the teacher's help in spelling the words. If this is the case, lists of the common homonyms might be made with the pupils and be posted for later use.

Continue in the same manner with the next four pairs of sentences. Have the pupils write the last four pairs of sentences on their lined papers.

Punctuation

Write the following paragraphs on the chalkboard and have the pupils read them silently.

Once there was a poor fortuneteller who didn't have much money He couldnt buy enough food for himself His cats coat was getting thin and his dogs plate was empty

One morning he decided to go to a wealthy mans home Fortunes Fortunes I tell fortunes he called

What a surprise he got Another fortuneteller came out of the house The second fortuneteller asked Why have you come to this house

Ive come to tell the wealthy mans fortune said the first fortuneteller

Cant you see that Im here said the second fortuneteller You must go away now or well both be in trouble

Ask the pupils, "Are these paragraphs finished? Why not? What punctuation marks are missing?"

"What do you think would happen if you tried to read paragraphs and stories that had no periods, commas, question marks, or other punctuation marks? Why are quotation marks, exclamation points, and apostrophes important in sentences?"

Ask a child to read the first sentence in the paragraphs and then add the required punctuation marks. Continue in the same manner until all the sentences have been punctuated. A different

*Using,
recognizing, and
identifying
homonyms*

*Punctuating
sentences:
periods, question
marks, commas,
exclamation points,
quotation marks,
and apostrophes*

color of chalk may be used for each kind of punctuation mark. Have the children read the completed paragraphs.

Dictionary Skills

Prepare two or three cards for each of the following words: *although, alarm, Alex, all, alone, Alberta, alive, already, always, almost, algae.*

Give three, four, or five different cards to each member of the group and have the children place them in correct alphabetical order. Let the pupils repeat the process several times, using different word cards each time.

After the exercise is finished, have the pupils arrange all the cards in order in one pile or on the chalkboard ledge.

Have the pupils open their dictionaries to a specific page and recall that the words at the top of each page are called *guide words*. Elicit that the guide word over the left-hand column is the first word entered on the page and that the guide word over the right-hand column is the last word entered on the page.

Name several entry words on the page and have the children locate them. "How do the guide words help you find these words?"

Have the children turn to another page in the dictionary and read the guide words. "How do the guide words help you find words on the main part of the page?"

Name several words (some that are on the page and some that are not) and have the children use the guide words to determine whether the words are entered on the page. Have them check their answers by looking at the entry words on the page.

Name a word on any page of the dictionary. Have the children use the guide words to help them locate the entry word. Repeat the procedure several times.

Place a sentence such as "He had a large fortune." on the board. Ask the children to find the word *fortune* in the dictionary. Have the pupils read the number 1 and the meaning given after it. Then explain that the dictionary gives another meaning for the word and have the children read the meaning given after the number 2. If the dictionary gives further meanings, have the pupils read each one. Have the pupils decide which of the meanings given best suits the word as it is used in the sentence.

Follow the same procedure for several other words, for example, *hungry, cleaner* (noun), *button, prize, leg*.

Producing, recognizing, and identifying alphabetic sequence; alphabetizing to the third letter

Using guide words in a dictionary

Recognizing that the dictionary gives more than one meaning for a word

WRITING

Objectives

- Learning to write the letter G
- Developing story details: writing story beginning, body of a story, and story ending
- Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

- Handwriting notebooks
- Lined paper and/or notebooks for Personal Writing
- Dictionaries, classroom charts
- Paints, crayons

Handwriting

Teach the children how to write the upper-case form of the letter G, following the established procedure.

Learning to write the letter G



When the pupils have shown that they can write the letter G correctly, have them practice the following words and sentences.

Gabrielle

Grandpa

Georgie

Give the porridge to Goldilocks.

Guess what we have

Writing numbers

Have the children practice writing sentences containing punctuation. For example:

Jerome said, "Hi, Sal. Want
to join us?"

Beware of Detective No. 30!

There's the gray-haired
man!

Directed Writing

Developing
story details

Write the following words on the chalkboard in three lines.

girl
pet shop
puppy

Explain to the children that the words on the chalkboard can tell a story — the word *girl* is the beginning of the story; the phrase *pet shop* is the main part, or body of the story; and the word *puppy* is the story ending. Ask the children to imagine the story that the words suggest.

Writing story
beginning

Using the pupils' ideas, write a brief story beginning suggested by the word *girl*. Elicit that the story beginning should tell about the problem in the story. For example:

Judy got a wonderful present for her birthday. Her grandmother said she would take Judy to the pet shop and let her choose any pet she wanted. Judy didn't know how she would ever be able to choose just one pet from all the beautiful cats, dogs, and other animals.

Developing body
of story

After the story beginning has been written, have the children compose developments for the body of the story suggested by the words *pet shop*. Questions such as the following will help the pupils think of ideas: When did Judy and her grandmother go to the pet shop? What animals did Judy see there? How were some of the puppies playing? Which animals did Judy speak to? Which ones did she like best? How did the owner help Judy look at the pets? Remind the pupils of the need to begin a new paragraph when speakers in dialogue change, when the time or place of the story changes, or for each new main event.

Writing story
ending

After the body of the story has been written, have the pupils compose the ending that the word *puppy* suggests. Remind the children that the story ending should solve Judy's problem in the story. Have them answer the question: How did Judy finally decide which pet to take?

Creative Writing

Personal Writing

Write series of three words such as the following on the chalkboard or on pieces of paper. Have the children select one or more sets of words and write the stories that the words suggest.

dog	poor man
cat	magic bird
chase	rich man
Mr. Mugs	Mr. Mugs
rainy day	bicycle
bath	bumps and scrapes
girl and boy	Jenny and Chris
fortuneteller	playground
treasure	late

For further story writing, have the pupils imagine that a genie presented them with a magic listening cap. Suggest that the children write stories about the wonderful things they were able to do and the unusual things that happened to them when they wore the magic listening cap.

Some pupils might enjoy writing further stories about the old man and his magic listening cap. Have them suppose that the old man did not put away his magic cap but used it on other occasions to help people or to solve problems.

Have the pupils write poems using the *noun, verb, adverb* model. For details see the lesson for "A Whale Called Apple" in *Just Beyond* in the first part of this guidebook. Let the children refer to a list of nouns and verbs on the chalkboard for ideas or let them use their own ideas. They may also refer to their dictionaries and various vocabulary charts for ideas. You might suggest words such as *crows, carpenters, gardeners, doctors, fortunetellers, salamanders, newts, crayfish, nightingales*, and *crawl, cackle, talk, slither, cough, caw, crack, drive, nod*.

Encourage the children to illustrate their stories and poems and take turns reading them aloud to the group. Help the pupils make a bulletin-board display of some of their recent pieces of writing.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words

Recognizing and identifying the phoneme-grapheme correspondences /k/**k**, /n/**kn**, /w/**w**, /r/**wr**, /f/**gh**, /f/**ph**

Recognizing and identifying compound words

The Magic Mill

Decoding Skills:
Word Meaning

Objective

Recognizing and identifying new words

Number of Players

Three

Materials Needed

One "Magic Mill" board with dial showing new words such as *honest*, *offering*, *shrine*, *guardian*, *rustle*, *supplies*, *activities*, *separate*

Lined paper for keeping score



Procedure

One player is the "miller" and rotates the word wheel so that each of the other two players can read a word in turn. For each word read correctly, the "miller" enters a check mark for that player on the score sheet. The player who reads ten words correctly first is the winner and becomes the "miller" for the next game.

Cap Capers

Decoding Skills:
Phonemic Analysis

Objective

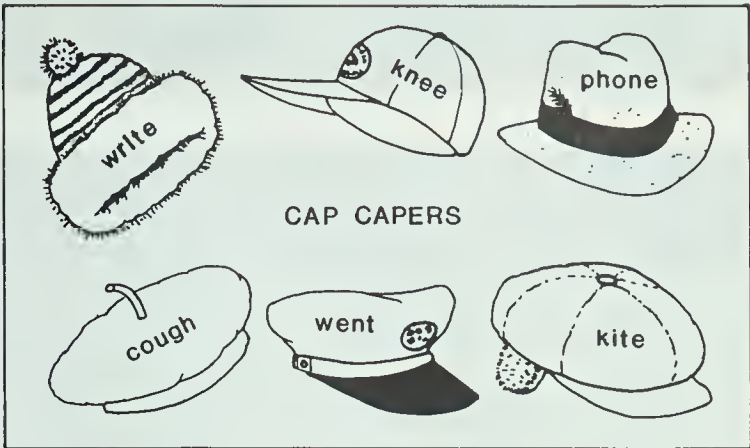
Recognizing and identifying the correspondences /k/**k**, /n/**kn**, /w/**w**, /r/**wr**, /f/**gh**, /f/**ph**

Number of Players

Two or more

Materials Needed

One "Cap Capers" board
One set of cards with words containing the above correspondences: *kayak, keg, kennel, keeper; knack, knapsack, knot, knuckle, knock; wrinkle, wreck, wring, wrist, wrong; web, weight, weave, wise, welcome; laugh, enough, tough, trough; photo, trophy, Sophie, Philip, phrase*



Procedure

The word cards are shuffled, and then dealt face down so that each player has the same number of cards. The players take turns turning over a word card, reading the word, and placing it on the correct cap on the board. Each cap contains a key word showing the particular correspondence. The winner is the player who can place all his or her cards on the correct cap first.

End-Ups

Objective

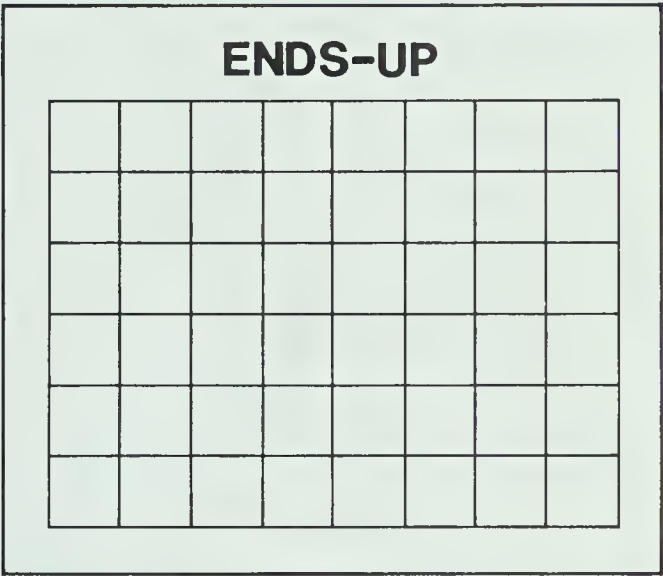
Recognizing and identifying compound words

Number of Players

Two to Four

Materials Needed

One "End-Ups" board
Two sets of differently colored cards: set A contains 24 cards, each with one half of a compound word such as *cat, nip, ware, cray, night, any, some, type, school, side, fire*; set B contains 24 cards, each with the second half of the compound word such as *,nip, house, fish, fall, where, one, writer, yard, walk, wood*



Procedure

One player shuffles all the cards and places them face down at random on the board, filling up all the squares. Each player takes a turn and turns over one card of each of the two colors. If the two cards can be used to make a compound word, the player states the word and arranges the two cards in front of him or herself. The player with the most words at the end of the game is the winner.

Decoding Skills:
Structural Analysis

COMPREHENSION

Using the table of contents
 Discussing title; mystery shows;
 detectives
 Speculating; formulating questions
 Observing picture details
 Summarizing the story
 ✓ Recalling details; verifying answers
 Interpreting figurative language
 Identifying the problem and its solution
 ✓ Drawing inferences
 Describing character
 Expressing opinions
 Valuing
 ✕ Recognizing and identifying sequence
 Classifying sentences
 Discriminating between true and false;
 recalling story details
 Reviewing the use of the index and table
 of contents

INTEGRATIVE OPTIONS

Visual Arts — illustrating favorite parts of
 the story — drawing portraits
 Telephone calls — making a business call
 Field Trip — visiting a police station
 Visual Arts — making disguises
 Observation Games — playing detective
 games
 Books — reading independently
 Films — developing visual and auditory
 senses

DECODING SKILLS

Recognizing and identifying words
 Recognizing and identifying the phoneme-
 grapheme correspondences /i/y, /i/y,
 /ē/y
 Recognizing and identifying the phoneme-
 grapheme correspondences /ā/ei,
 /ā/eigh
 Recognizing and identifying the phoneme-
 grapheme correspondences /ou/ou,
 /oo/ow, /ō/ow
 Recognizing and identifying possessives
 Recognizing and identifying contractions
 Noting the number of syllables heard in
 words
 Noting stressed syllables; the effect of
 stress on unstressed syllables
 Spelling useful words, spelling words,
 dictated sentences

LANGUAGE DEVELOPMENT

Recognizing and identifying — use of
 paragraphing; noting indentations —
 uses of capitalization — pronouns and
 their antecedents — use of figurative
 language — abbreviations
 Using, recognizing, and identifying
 capitalization in sentences
 Using, recognizing, and identifying
 irregular past tenses
 Using, recognizing, and identifying
 pronouns and their antecedents
 Using, recognizing, and identifying the
 articles *a* and *an*
 Using, recognizing, and identifying
 alphabetic sequence using the first,
 second, and third letters
 Recognizing that the dictionary often
 gives more than one meaning

WRITING

Writing sentences containing punctuation
 marks
 Discussing mystery stories
 Developing mystery story
 Applying comprehension, decoding,
 language, and writing skills to produce
 Personal Writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
 See the *Spirit Duplication Masters /*
Self-Help Activities

ALTERNATIVE STRATEGIES

Recognizing and identifying contractions
 Recognizing the number of syllables in
 words
 Recognizing and identifying spelling
 words

Literary Appreciation**

Discussing elements of mystery story
 Relating picture to story
 Interpreting figurative language
 Making inferences about story characters
 Describing characters
 Valuing the story

Listening**

Listening attentively in discussions
 Listening to figurative language
 Listening to identify phoneme-grapheme
 correspondences /i/y, /i/y, /ē/y, /ā/ei,
 /ā/eigh, /ou/ou, /oo/ow, /ō/ow
 Listening to note number of syllables;
 stressed syllables; effect of stress on
 unstressed syllables
 Listening to spell words

COMPREHENSION

Objectives

Using the table of contents
Discussing title; mystery shows; detectives
Speculating; formulating questions
Observing picture details
Summarizing the story
Recalling details; verifying answers
Interpreting figurative language
Identifying the problem and its solution
Drawing inferences
Describing character
Expressing opinions
Valuing
Recognizing and identifying sequence
Classifying sentences
Discriminating between true and false; recalling story details
Reviewing the use of the index and table of contents

Developing Pupil Inquiry

*Using the table
of contents*

Have the pupils turn to the table of contents and find the title of the next story. Ask a volunteer from the group to read the title aloud. Have the children note that the story is divided into two parts.

*Discussing
title;
mystery shows*

“Is this an interesting title for a story? Why do you think so?”

Encourage the children to talk about mystery shows they watch on TV. “Do you like to watch mystery shows in television? Which ones do you watch? What makes mystery shows so enjoyable? Tell us about a mystery story you particularly liked?”

*Discussing
detectives*

“Who is usually the hero of a mystery story? What is the work of a detective? What techniques does he or she use? What kind of person does a detective have to be?”

*Speculating
formulating
questions*

“What does the title ‘The Mystery of No. 30’ make you wonder about? What questions does it raise in your mind?” Record the children’s questions in a question box in the usual manner. Some questions the children might pose are

What is so important about the number 30?

What is the mystery in the story?

Is there a detective who solves the mystery?

*Observing
picture details*

Refer the children again to the table of contents to find out on what page the story begins. “Now you try being detectives and see what clues you can find in the pictures as to what the story is about.” Let the children discuss briefly the happenings depicted in the illustrations and speculate on what the story line might be. You may wish to list their suggestions on the chalkboard. After the story has been read, the children could check back to see how accurate their ideas were.

*Formulating
questions*

“Do you have any further questions you would like to ask about the story?” Print these questions under the others in the question box.

Developing Pupil Response

Reading

The interest in this story will be high and should carry most children through it without interruption. Since the story is a long one, release the children to read it at their own pace. Some readers, however, may need to read the two parts on separate occasions.

*Summarizing
the story*

As each child finishes reading, he or she might make a cartoon strip of the main events in the story with appropriate dialogue above. When all the pupils have finished reading, let them retell the story in their own words and share their summarizing cartoon strips.

Refer the children to the list made earlier of their ideas about the story. "Were you good picture detectives? What clues did you follow correctly? Which clues did you miss or read incorrectly?"

Recalling details;
verifying
answers
Interpreting
figurative
language

Then have the children discuss the answers to the questions in the question box and read the appropriate lines of text to verify their responses.

Write the following phrases on the board or on a chart. Ask individuals to read each phrase and tell in their own words what the phrase means, paying particular attention to the underlined portions. Ask them to make up sentences using the underlined expressions.

he would practice shadowing
he was on the trail
Sal was all eyes
carried the loot away
fished a piece of paper from his pocket
pick up that car
the kids seem to have pinned it on you

Synthesizing

1. "What problem did the police have in this story. How did Sal help them solve their problem?"

2. "What tricks did Sal use to avoid being noticed by the big-nosed man?"

3. "Why do you think the thief made a phone call in the drugstore? Why did the thief start up his car before entering the Stones' house? Why did the thief put on a disguise?"

4. "What sort of boy was Sal? Did he do anything an ordinary boy could not do? What made him unusual or admirable?"

5. "Why would the detective game Sal and Nicola played be a worthwhile game to play? How might playing a game like this get someone into trouble?"

6. "Tell about your favourite part of the story. Why did you like it best?"

7. "What ingredients of a mystery story does this story have?" Refer to page 4 of the lesson plan in Book 1, Level 6 for "Mr. Mugs Is Kidnapped." Using these characteristics, discuss the foregoing question with the children, adding any new ideas the children may have. A list of the ingredients of mystery stories could be made and posted for future reference.

Developing Comprehension, Research, and Listening Skills

Literal Comprehension. Write the following exercise on the chalkboard or duplicate copies of it to distribute to the children. The children are to read the sentences and fill in the missing story events in sequential order.

1. Sal decided to practice shadowing.
2. (Sal tried to shadow Jerome and Frank, but they saw him.)
3. Sal saw a man going up the street and started to follow him.
4. Sal followed the man into the drugstore and put a red sticker on him.
5. (Sal saw the man go into the Stones' house.)
6. Sal hid in a crate and wrote down the licence number of the man's car.
7. (Sal saw what looked like another man come out of the Stones' house.)
8. Sal saw his sticker and knew it was the same man.
9. (Sal's mother read about the robbery at the Stones' house.)
10. Sal gave the police the licence number he had written down.
11. (Sal identified the robber at the police station.)
12. Mr. Stone gave Sal a reward.

Critical Comprehension. Place the exercise below on the chalkboard or duplicate copies of it to distribute to the pupils. The children are to read each sentence, decide whether it tells *Who*, *What*, *When*, *Where*, or *Why* and write the appropriate word or words in the blank before the sentence.

1. (What) It was a metal badge and it said, "Detective No. 30".
2. (Who, Where) Sal crossed the street and hid behind a tree.

3. (Who) This man had fuzzy gray whiskers, wore a gray hat, and was carrying a suitcase.
4. (Why) Because of Sal's detective work, the thief was identified.
5. (What) It was a bright sunny Saturday morning — just right for playing marbles.
6. (Who, Where) Looking about, the man walked quickly up the path to the Stones' house and went around to the back of it.
7. (What) The stolen suitcase was full of silver.
8. (Who) "It's that fellow with the big nose."
9. (When, Where) For fifteen long minutes Sal waited in the empty crate.
10. (What) The licence plate was bent and dirty.

*Discriminating
between true
and false;
recalling story
details*

Literal Comprehension. Write the following sentences on the chalkboard. Have the children read each sentence, decide whether or not it makes an accurate statement about an event in the story and mark it True or False. After the exercise is completed, have the pupils rewrite the false sentences to make them true.

1. When Sal tried to shadow Jerome and Frank, they saw him. (T)
2. Sal saw the strange man go into a grocery store, so he followed. (F)
3. The man came out of the Stones' house wearing a long black coat and carrying a cane. (F)
4. Sal saw the blue sticker and knew it was the same man. (F)
5. The thief had taken 50 dollars from the Stones' house. (F)
6. Sal wanted to get the reward money so that he could go to the movies. (T)
7. Sal couldn't tell the police the licence number of the man's car because he had lost the paper it was written on. (F)
8. Sal went to the police station to see if the police had picked up the right man. (T)
9. Sal was detective No. 18 and Nicola was detective No. 30. (F)
10. Mr. Stone gave Sal and Nicola the reward money for helping the police. (F)

Research Skills. Provide each child in the group with an easy non-fiction library book with an index and a table of contents. Have the children look at the two sections and discuss what information they contain, how they are set up, and how they can be of help when one is looking for information on a specific topic.

Write on the chalkboard a list of sample research questions based on a library book you can make available to the children. Have the pupils show how the table of contents and index can help them find the answers to these questions. Give the children any help they may need with this. A technique that might be helpful is to underline key phrases in each sentence and use these for reference when looking at the table of contents and index. For example:

What kind of nest does a Baltimore oriole build?
What food do eagles eat?

The next step could be to provide each child with a list of questions to look up in the table of contents and index of his or her book. The heading and page number references from the table of contents and/or index should be notes for each questions.

The children could go on to make up similar questions of their own and exchange these with other members of the group.

*Reviewing the use
of the index and
table of contents*

INTEGRATIVE OPTIONS

Visual Arts

Illustrating Favorite Parts of the Story. "Paint a picture of your favorite part of the story. Write a brief account of what is happening in your picture and attach it to the picture so that others will understand what you have drawn."

Drawing Portraits. "Draw portraits of the thief as you think he appeared before and after putting on his disguise."

Telephone Calls

Making a Business Phone Call. "Be Mr. Stone phoning the police headquarters to report the theft of his valuables. What information would Mr. Stone give? What questions would the police ask?"

Visiting a Police Station. A guided tour through a police station will provide the pupils with information about police and detective work.

Making Disguises. The children might enjoy making some of the disguises described below.

1. A wig: A paper bag big enough to fit over the child's head is needed. Part of the front of the bag is cut away to make a face opening. Cut all around the bottom of the bag in a fringe and curl the fringed ends around a pencil. The wig can be painted different colors.

An effective bald wig can be made by cutting back an old bathing cap and painting it. Cotton batting could be added to the sides and painted black or brown.

2. A mustache: Fold a strip of construction paper in half and draw a mustache shape on it. Cut out the mustache and tape it to your upper lip.

3. A beard: Take a long section of construction paper, fringe and curl it. Several sheets of paper could be overlapped to create a spectacular beard. Tie the beard onto your head with string.

4. A false nose: Make false noses of various shapes and sizes out of triangles of construction paper. Attach the nose with tape. Noses can also be made of pingpong balls cut in half and attached with string.

Other ideas for disguises are eyepatches, eyeglasses (cut out of black card or use discarded frames), kerchiefs, hats, braids of nylon (hung from a hat), ties, belts, padding (for muscles or fatness and made of rolled up socks or small pillows), painted scars (mustaches, sideburns, eyebrows, lips, etc.), baby powder applied to whiten hair, teeth (cut out of white card and attached to own teeth with gum), costumes (fashioned with discarded clothing brought from home).

Have the children devise short skits to act out wearing the disguises they made.

Playing Detective Games. Let the children do a number of the activities described below.

1. Describing a Person: Put a message on the tape recorder and set it to begin playing after you have left the room. In the message instruct the children to write a description of you as if they were detectives describing a suspect. You could give them a number of leading questions such as "What was I wearing? What is my hair color, color of eyes? Was I wearing any jewelry, make up, or glasses?"

After the children have finished writing their descriptions, return to the classroom and have the children share and discuss the accuracy of their descriptions. The children should be able to come to some conclusions about the difficulty of accurately describing someone.

2. Shadowing: "Be a detective. Shadow a classmate at recess or during a library period. Write down the more important actions you see him or her make. Give the exact time each act happened."

3. Recall: "Detectives must have sharp eyes and good memories. You will need both for this game."

Prepare a tray of objects, let the children look at it for a minute. Take the tray away and ask the children to write down all the things they can remember that were on the tray.

There are many possible variations to this activity. For example, when the tray of objects is removed say, "Write down all the red things that were on the tray." You could also remove one or two items from the tray and have the children identify the missing things.

4. Finding Clues: "You arrive on the scene of a crime. Find the clues the criminal left behind." Plant a number of small items around the classroom, such as a button, a matchbook, a key, and have the children find them.

5. Touch Clues: "You are searching for clues in a dark room. It is dangerous to turn on the lights. What clues can you find by touch alone?"

Give a blindfolded child a handbag with a number of items in it. "What things are in this purse? Can you find the key?" A number of variations of this could be worked out using boxes, paper bags, and desks containing objects.

Book Center

Colman, Hila. *The Case of the Stolen Bagels*. Crown.

A boy unjustly accused of filching bagels turns detective in this lively tale.

Corbett, Scott. *The Case of the Silver Skull*. Atlantic-Little, Brown.

Boy detective, Roger Tearle, follows the trail of thieves in the neighborhood.

Crayder, Dorothy. *The Riddles of Mermaid House*. Atheneum.

A girl solves a crime committed more than half a century ago.

Glaser, Dianne. *The Case of the Missing Six*. Holiday House.

A boy solves the mystery of six pets that disappear.

Heide, Florence Parry and Rosanne. *Mystery at Southpost Cinema*. Whitman.

Three junior detectives trap a thief.

Jaroch, F. A., J. Chipp, and Timothy D. *The Adventures of the Sneaky Sneekers; The Ghost of Gleason Mansion*. Children's Press.

Three young boys solve a mystery with the help of their magic sneakers.

Press, Hans Jurgen. *The Adventures of the Black Hand Gang*. Prentice-Hall.

Readers are invited to play detective and solve four mystery stories.

Film Center

The Mystery Map. 16 mins. Moreland-Latchford 28-819.

Follow Mr. Willoughby. 13 mins. Moreland-Latchford 29-817.

Fur Coat Club. 18 mins. Marlin.

DECODING SKILLS

Objectives

Recognizing and identifying words, using context

Recognizing and identifying words with multiple meanings

Recognizing and identifying the phoneme-grapheme correspondences /i/y, /ī/y, /ē/y

Recognizing and identifying the phoneme-grapheme correspondences /ā/ei, /ā/eight

Recognizing and identifying the phoneme-grapheme correspondences /ou/ou, /ou/ow, /ō/ow

Recognizing and identifying possessives

Recognizing and identifying contractions

Noting the number of syllables heard in words

Noting stressed syllables; the effect of stress on unstressed syllables

Observing the spelling of useful words

Observing the spelling of spelling words

Spelling words in dictated sentences

Materials Needed

Duplicated worksheets for the exercise on the /ou/ou, /ou/ow, /ō/ow correspondences (optional)

Duplicated worksheets for the exercise on possessives (optional)

Lined worksheets for the spelling activities

Spelling notebooks

Word Meaning

New Words: *mystery, No., shadowing, licence, movie, identify, Sergeant Degeer*

Decodable Words: *Nicola, Jerome, marbles, zipper, badge, beware, telephone booth, motor, robbery, crumpled*

Enrichment Words: *disc, suspicious*

Recognizing and identifying words, using context

Write the following sentences on the board.

1. Nobody knows what happened to the valuable ring. It's a _____. (mystery)
2. The thief didn't know that a detective was _____ him. (shadowing)
3. What is the _____ number of your car? (licence)
4. He went to the show to see that funny _____. (movie)
5. Sal was able to _____ the thief by the red sticker on his coat. (identify)
6. The sign said " _____ OF THE DOG." (BEWARE)
7. She packed her clothes in a _____. (suitcase)
8. The _____ of his jacket was stuck. (zipper)

Have each sentence read aloud. Let the pupils discuss the sentence and suggest words that might fit in the blank. As each suggestion is made, write the word on the board, and have the children give reasons why it is appropriate. If the word from the story (given in parentheses) is mentioned, write it on the line in the sentence. If not, wait until all the suggestions are given, then tell the pupils the word used in the story and write it in the blank. Let the pupils discuss the similarities and differences in meaning of the words they suggested and the word actually used.

Write the following groups of sentences on the board.

1. The thief didn't realize that the detective was shadowing him wherever he went.
In the late afternoon my shadow is very long.
2. Little children sometimes dart across the road without looking.
Jerome threw the dart right in the center of the board.
3. Nicola opened the door and entered the room.
Are you going to enter the three-legged race?
Don't forget to enter that word in your spelling notebook.
4. The palace had stairs made of marble.
Frank won ten marbles from Jerome.
5. That is a strange place to hang a picture.
Jan saw a strange man going into her house.
6. Sal trailed the man from the drugstore to the Stones' house.
We followed a trail through the woods.

Have each group of sentences read aloud. Call attention to the underlined word and let the pupils discuss the meaning of the word as it is used in the sentence.

Phonemic Analysis

Write *mystery*, *gym*, *fly*, and *hydro* on the board and have them pronounced. Call attention to the *y* and the sound it stands for in each instance. Recall that *y* in the middle of a short word or a syllable usually stands for the unglided /i/ sound; that *y* at the end of a short word or of a syllable usually stands for the glided /ī/ sound.

Write *baby* and *friendly* on the board and have them pronounced. Recall with the pupils that *y* at the end of a longer word usually stands for the glided /ē/ sound.

For further practice, write these words on the board.

why	syllable	hearty	nylon
myth	activity	my	system
empty	robbery	hymn	cycle

Point to the words in random order. Call upon pupils to pronounce each word and identify the sound *y* stands for.

Write *name*, *paint*, *day*, *paper*, *reins*, *eight* on the board. Have the words pronounced as the pupils listen to hear what all these words have in common. Elicit that they all contain the glided /ā/ sound. Call on pupils to identify the letter or letters that stand for this sound in each word. Recall with the pupils that *ei* and *igh* stand for the glided /ā/ sound in a number of words.

Write the following words on the board.

weight	neighbor	freight	seize
veil	ceiling	sleigh	neigh
field	receive	weigh	vein

Recognizing and identifying words with multiple meanings

Recognizing and identifying correspondences /ī/y, /ī/y, /ē/y

Recognizing and identifying correspondences /ā/ei, /ā/eigh

Recognizing and
identifying
correspondences
/ou/ou, /ou/ow, /ō/ow

Have the pupils identify the words in which *ei* or *eigh* stand for the glided /ā/ sound.
Duplicate the following exercise and distribute copies to the pupils. Direct the pupils to read each sentence and the underlined key word in front of it. They are to circle every word in the sentence that has the same vowel as the key word, regardless of the spelling.

- 1 out: The detective frowned doubtfully as he followed the fellow around the town.
- 2. snow: I know I can shadow the man in the brown suit through the crowded streets.
- 3. out: The dog growled at her as she went around the corner of her own house.
- 4. snow: That howling wind will blow the crow's nest down to the ground.
- 5. out: How proud Sal was when Mom doubled his allowance.
- 6. snow: The owner of the meadow used a power mower to cut down the grass that had grown too tall.

If preferred, the sentences may be written on the board and the responses given orally.

Structural Analysis

Recognizing and
identifying
possessives

Write the following pairs of phrases on the board.

- | | |
|------------------------------------|-------------------------------------|
| the stickers that belong to Nicola | the marbles that belong to the boys |
| Nicola's stickers | the boys' marbles |

Have each pair of phrases read. Elicit that the two phrases in the pair have the same meaning and that the shorter form is made possible by the use of the possessive. Elicit, too, that just the apostrophe is used after *boys* because *boys* ends in *s*.

For practice, duplicate the following exercise and distribute copies to the pupils.

Read each phrase. Beside it, write the shorter way of saying the same thing, using 's or '.

- 1. the badge that belongs to Sal _____
- 2. the car that belongs to the man _____
- 3. the house that belongs to the Stones _____
- 4. the licence plate of the car _____
- 5. the mother of Sal _____
- 6. the yards that belong to the neighbors _____
- 7. the coats that belong to the girls _____
- 8. the big nose of the suspect _____

If preferred, the phrases may be written on the board and the responses given orally.

Recognizing and
identifying
contractions

Recall with the pupils that two words can often be made into one shorter word by leaving out a letter or some letters and putting in an apostrophe to show where the letter or letters have been omitted.

Demonstrate with *it is, it's; they will, they'll*.

Write the following sentences on the board.

- 1. That is a good story.
- 2. We are going to the park.
- 3. She will come with us.
- 4. I would like to see that movie.
- 5. He's a smart boy.
- 6. They've gone to a party.
- 7. You're going to be late.
- 8. We'd seen that picture before.

Have each sentence read aloud. In sentences 1-4 ask pupils to tell and spell the contractions for the underlined words. In sentences 5-8, ask pupils to tell the two words each underlined contraction stands for.

For additional practice, ask the pupils to read the first two or three pages of "The Mystery of No. 30" to find the contractions used there. As each contraction is located, have a pupil tell the two words that it stands for.

Syllabication

Noting
the number of
syllables
heard in words

Say the following words as the pupils listen for the number of syllables heard in each one. Have them hold up one to five fingers to indicate the number of syllables they hear each time.

empty	sergeant	badge
magnifying	shadowing	unbearable
mystery	unexpectedly	identify
parked	detective	movie

Noting
stressed
syllables;
the
effects of
stress on
unstressed
syllables

Write these words on the board.

neighbors	magnifying	adventure
disgust	telephone	beware
notice	allowance	identify
opening	tangerines	police

Call on pupils to pronounce each word. Have the stressed syllable identified and underlined each time. Then have each word pronounced again as the pupils listen to the unstressed syllables. Point out that the unstressed syllables, especially those immediately before and after a stressed syllable, are pronounced so lightly that it is almost impossible to identify which vowel stands for the vowel sound.

Spelling

Spelling
useful words:
behind, some

Write these sentences on the board and have them read.

Sal hid behind a tree.
He saw some boys playing marbles.

Call attention to the underlined words and discuss their spelling, noting the prefix *be* in *behind* and the glided /ī/ sound in the second syllable; the *o* standing for the unglided /u/ sound and the final *e* in *some*. Ask pupils to use the words in oral sentences. Then have the words entered in the list of useful words in the spelling notebooks.

Spelling words:
movie, shadow,
metal

Write *movie*, *shadow*, and *metal* on the board and have them pronounced. Discuss the spelling of each word, calling attention to the *o* standing for the /u/ sound and the *ie* standing for the glided /ē/ sound in *movie*; the *ow* standing for the glided /ō/ sound in *shadow*; the *a* in the unstressed syllable of *metal*.

Ask the pupils to copy each word five times on their worksheets, checking each time to be sure all the letters are in the right order. Then have the words entered in the spelling notebooks.

Erase the words from the board. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences similar to these:

There was a good movie on TV last night. movie
Sal decided to shadow the strange man. shadow
He had a metal badge pinned inside his jacket. metal

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook. Encourage the pupils to review their difficult words often.

Read each sentence to the pupils. Then dictate it slowly and clearly as the pupils try to write it on their worksheets.

Spelling
words in
dictated
sentences

Sal told the police how he shadowed the man with the big nose.
Mr. Stone was pleased that Sal had found the robber.
He was carrying the loot in a large suitcase.

LANGUAGE DEVELOPMENT

Objectives

Recognizing and identifying — use of paragraphing; noting indentations

— uses of capitalization

— pronouns and their antecedents

— use of figurative language

— abbreviations

Using, recognizing, and identifying capitalization in sentences

Using, recognizing, and identifying irregular past tenses *saw, was, were, went, gone, did, done, brought, wrote, threw*

Using, recognizing, and identifying pronouns and their antecedents

Using, recognizing, and identifying the articles *a* and *an*

Producing, recognizing, and identifying alphabetic sequence using the first, second, and third letters

Recognizing that the dictionary often gives more than one meaning for a word

Materials Needed

The readers

Lined papers and/or pupil notebooks

Dictionaries

Sentence Awareness

Recognizing and
identifying use
of paragraphing;
noting
indentations

Have the children turn to page 66 in their texts. “How many paragraphs are there on this page? How do you know?”

Have the pupils read the second and third paragraphs. “What happened in the part of the story you just read? “Why do you think the writer divided this part of the story into two paragraphs?” (They show a change in Sal’s movements.)

Ask the pupils to turn to page 73 and read the first two paragraphs. “Why do you think a new paragraph was begun at the top of this page?” (It indicates the passage of time and the introduction of a new character.)

“Why do you think the next part of the story begins in a new paragraph?” (It indicates the introduction of the speaker’s words.)

Discuss the reasons for beginning new paragraphs on other pages. Have the children note that each time a new time period, situation, or story speaker is introduced, a new paragraph is begun..

Recognizing and
identifying uses
of capitalization

Ask the children to turn again to page 66 and find the capitalized words. Elicit that capitalization occurs in the title and subtitle of the story, at the beginning of each sentence, at the beginning of a speaker’s words, at the beginning of the names *Nicola, Sal, Jerome, and Frank*, and in the badge label “Detective No. 30.” Encourage the pupils to explain the reason for each capitalization. Then have the children find other capitalized words on pages 68, 71, 72, 74, and 78. Have the pupils give the reason for each capitalization.

Recognizing and
identifying
pronouns and their
antecedents

Have the children turn to page 66 and read the first two sentences in the second paragraph. Have them note the pronoun *he* at the end of the second line. Elicit that the pronoun *he* stands for the noun *Sal* in the first sentence.

Ask the pupils to identify the following pronouns and their antecedents.

Page 66, third paragraph, third sentence, the pronoun *they*.

Page 66, third paragraph, sixth sentence, the pronoun *him*.

Page 70, first paragraph, fifth sentence, the pronoun *it*.

Page 72, second paragraph, second sentence, the pronoun *She*.

Page 73, last paragraph, third sentence, the pronoun *her*.

Page 73, last paragraph, third sentence, the pronoun *I*.

Page 73, last paragraph, third sentence, the pronoun *me*.
 Page 74, first paragraph, second sentence, the pronoun *them*.
 Page 74, third paragraph, second sentence, the pronoun *you*.
 Page 76, fourth paragraph (sixth line) second sentence, the pronoun *you*.
 Page 76, fifth paragraph, third sentence, the pronoun *we*.

Recognizing and
 identifying use
 of figurative
 language

Ask the children to turn to page 70 and read the first sentence. "What do you think the words *all eyes* mean? Does this phrase really mean what it says? Why not?"

Discuss with the group that there are many expressions that don't really mean what they say. Write a few examples on the chalkboard and discuss them with the children. For example:

raining cats and dogs
 catch a cold
 let the cat out of the bag
 in the dog house

Recognizing
 and
 identifying
 abbreviations

Encourage the children to find other examples of figurative language in the story and suggest others that they know.

Write the title of the story on the board and elicit that *No.* is an abbreviation of the word *number*. Ask the pupils to turn to pages 66 and 74 to find other examples of this abbreviation. Then write the following on the board and have the pupils tell the word each abbreviation stands for.

Mr. Stone	Main St.	Prof. Hill	Park Rd.
Mrs. Green	Center Ave.	Dr. Brown	R.R. 1

Sentence Building

Write the following sentences on the chalkboard and have the pupils read them silently.

1. sal and nicola went to the alexanders' house.
2. jerome said, "where is my suitcase?"
3. the class read the story called the glass slipper.
4. chuck's badge said, detective no. 44.
5. mr. cross lives on queen st. in edmonton, alberta.
6. on tuesday frank is going to highland school.
7. last january, billy went to italy.
8. nicola and sal spoke to sergeant degeer and dr. brown.
9. mom and dad went to lake huron to see uncle mark.
10. christmas is in december and hallowe'en is in october.

Direct the pupils to copy the sentences on their papers, adding the necessary capitalization as they do so. Then have the children insert the capitalization on the chalkboard and read the sentences aloud.

To reinforce correct usage of the irregular past tenses listed on the left, ask the children questions such as the following and have them answer in complete sentences, using the appropriate verb forms.

1. "What did you see in the picture on page 67? What did you see in the picture on page 71?"
2. "At the beginning of the story, who was playing marbles across the street from Sal? Who was playing in our playground this morning? Where were Jack and Jill in the poem?"
3. "Where had Nicola gone at the beginning of the story? Where have you gone every day this week? Where has your mother (father, etc.) gone today?"
4. "Where did you go this morning? Where did you go last night? Where did you go last week?"
5. "When did you do the dishes at home? When did you do your homework?"
6. "How many times have you done the dishes this week? How many times have you done your yard work?"
7. "What did you bring to school today? When did you bring your pet to school? When did you bring a picture to school?"

Using,
 recognizing, and
 identifying
 capitalization
 in sentences

Using,
 recognizing, and
 identifying
 irregular
 past tenses saw,
 was, were, went,
 gone, did, done,
 brought, wrote,
 and threw

Using,
recognizing, and
identifying
pronouns and their
antecedents

Write the following sentences on the chalkboard and have the pupils read them silently and aloud. With the group note the way the sentences sound repetitious.

- 1. Sal looked up the street. Sal was looking for his friend.
- 2. Sal saw Jerome and Frank. Sal watched Jerome and Frank playing marbles.
- 3. Nicola went to see the dentist. Nicola liked going to see the dentist.
- 4. Jerome and I like to play ball. Jerome and I will play ball after school.
- 5. Get the ball for me and Nicola. Throw the ball to me and Nicola.
- 6. Jennifer came home from the party. "Jennifer had such a good time," Jennifer said.
- 7. Judy called to Jodi. "Will Jodi come and watch TV at my house?" Judy asked.
- 8. Emma isn't feeling well. Let's go to see Emma.

Direct attention to the first two sentences. "What small word can you use in the second sentence to take the place of the name *Sal*?"

Have a child read the sentences aloud, replacing the underlined word in the second sentence with a pronoun. Erase the word *Sal* and write the pronoun *He* in its place.

"Now read the sentences again. Do they sound better when you use *He* in the second sentence? Why do you think they sound better?"

Continue in a similar manner with the rest of the pairs of sentences.

Write the following words on the chalkboard and have the children read them silently.

Using,
recognizing, and
identifying
the articles
a and an

a or an

apron	lantern	bell	animal
donkey	balloon	quilt	ocean liner
uniform	elephant's tusk	owl	hat
oar	shovel	giant	island
monster	uncle	insect	pumpkin

Ask a child to read the first word aloud, putting the correct article before it. Let the other pupils determine whether the correct article was used. Continue in the same manner with the rest of the words. Then have the children use some of the words with the required articles in sentences.

Dictionary Skills

Write the following columns of words on the chalkboard. Have the pupils establish the correct sequence of the words in each group and write them on their lined papers in alphabetical order. Let them underline the second letters of the words that begin with the same first letter; let them underline the third letters of the words that begin with the same first two letters.

mystery	shadowing	chair	wander
nightingale	Sergeant	calves	warm
shadow	supplies	green	wake
identify	sighed	thirsty	wagon
apple	sway	game	walrus
honest	slippery	talk	
rustle		giraffe	
vacuum		joke	
crayfish			
offering			
kitchen			

Producing,
recognizing, and
identifying
alphabetic sequence
using the first,
second, and third
letters

Place a sentence such as "Who is the star of that TV show?" on the board. Ask the children to find the word *star* in the dictionary. Have the pupils read the number 1 and meaning given after it. Then explain that the dictionary gives another meaning for the word and have the children read the meaning given after the number 2. If the dictionary gives further meanings, have the pupils read each one. Have the children decide which meaning applies to *star* as it is used in the sentence on the board.

Follow the same procedure for several other words, for example, *stamp*, *room*, *ear*, *fire*, *peach*.

Recognizing that
the dictionary
gives more than
one meaning for
a word

WRITING

Objectives

Writing sentences containing punctuation marks

Discussing mystery stories

Developing mystery story

Applying comprehension, decoding, language, and writing skills to produce Personal Writing

Materials Needed

Handwriting notebooks

Lined paper and/or notebooks for Personal Writing

Booklets, paints, crayons

Handwriting

Have the pupils practice writing sentences containing punctuation. For example:

Tell him to come here at
once!

The boy cried, "There's a fire!"

Let's go to Paul's house

Do you believe him?

Directed Writing

Recall the reader selection and have the pupils tell why they liked the story. Ask the children what the difference is between a mystery story and other kinds of stories. Elicit that a mystery story usually has danger; there are clues to the solution of the mystery; the events take place at a fast pace; and there is suspense. Discuss briefly how suspense can be created—through the reader's questions that are as yet unanswered, or dangerous situations the hero is placed in.

Write a mystery story beginning such as the following on the chalkboard, and recall with the pupils why there are four paragraphs here.

Nicola and Sal were at Sal's house looking at the things in their detective kit. They took everything out, one by one, and put it on the kitchen table—a small ball of string, a roll of Scotch tape, a pencil, a note pad and two metal detective badges.

*Discussing
mystery stories*

*Developing
mystery story*

"Where's the secret box?" asked Sal.

"You had it last," Nicola replied.

The secret box wasn't in the kit. Nicola and Sal put all their important papers in a small black box. Just yesterday they wrote a message in invisible ink and put it in the box. Now the box was gone and Sal and Nicola had to find it right away.

Have the children read the story beginning and identify the problem or mystery in the story. Then discuss some possible story developments with the group, reminding them to begin new paragraphs where necessary. Questions such as the following will help the pupils think of ideas: Where will Nicola and Sal look for the secret box? What clues will they find to the whereabouts of the box? Where will they find the clues? Where will the elastic band clue lead them? What other clues will they follow? Why is it so important to find the box? What is the secret message? (The answer to this question may be revealed in the body of the story or in the story ending.) What people will Sal and Nicola question about the disappearance of the secret box? What will the people tell them? How will Nicola and Sal know when they are getting close to finding the box? As the children suggest details, encourage them to include elements that will add suspense to the story. For example, as Sal and Nicola follow a clue leading to the television set in the living room, they hear a sound in the hallway — but they thought they were alone in the house!

The body of the story and the ending may be written cooperatively, or you may wish to have the children complete the story on their own (see Creative Writing). Have the pupils compose an interesting title for the mystery story.

Creative Writing

Personal Writing

If the mystery story was not completed as a cooperative activity (see Directed Writing), have the children work in pairs or individually to complete the story on their own. The stories may be written in booklet form with illustrations. Let the pupils take turns reading their completed mystery stories to the group.

Suggest that the children write other mystery stories of their own. Have them choose from titles such as

The Mystery of the Pencil Case
Strange Noises in the Night
The Mysterious Flying Cat
The Mystery in the Library

The stories might be arranged in a book with a title such as *Eight Mysterious Tales*, which could be made available as reading material to the other members of the class. Each story should include one or more illustrations.

Some children might like to write an alternative ending for the reader selection or different details for Part Three. The police might have called with the news that they had no suspect or two suspects; Sal might have had a different way of proving that the suspect was the same man that he followed; the reward might have been something other than money; or Sal and Nicola might have had to do more investigating.

Suggest that the children write a newspaper article about the burglary at the Stones' house. Remind them to proofread their articles to be sure that the 5W questions have been answered.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying contractions
 Recognizing the number of syllables in words
 Recognizing and identifying spelling words

The Word Changer

Decoding Skills:

Objective

Structural Analysis

Recognizing and identifying contractions

Number of Players

Two or more

Materials Needed

One large cardboard carton
 One set of laminated word cards showing long forms such as *I have, I had, you are, we will, she has, you would, they did not*
 A washable felt marker

Procedure

One player is "It" and goes behind the word-changer box. The word cards are spread out before the box; each player takes a turn at choosing a card and passing it to the word changer. The word changer marks the contraction form on the card and returns it to the player. The first player to catch the word changer with an error becomes the new word changer.

Word Foolers

Decoding Skills:

Spelling

Objective

Recognizing and identifying spelling words

Number of Players

Two

Materials Needed

Two laminated "Word Foolers" boards with detachable work sheets

SPELLING WORDS	SCRAMBLED	WORK SHEET
1 obey	1 eyob	1 obey
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10

Procedure

Under the "Spelling Words" column of each board, the teacher lists ten spelling words. Each player rewrites this list of words on her or his board, scrambling the letters of each word. Then each player folds under the "Spelling Words" column so that it cannot be seen. The players exchange boards and race to unscramble the letters, writing them on the detachable work sheets. When finished, each player can correct her or his work by unfolding the board to expose the "Spelling Words" column. The winner is the player with the most words correctly spelled.

Batter Up

Objective

Syllabication

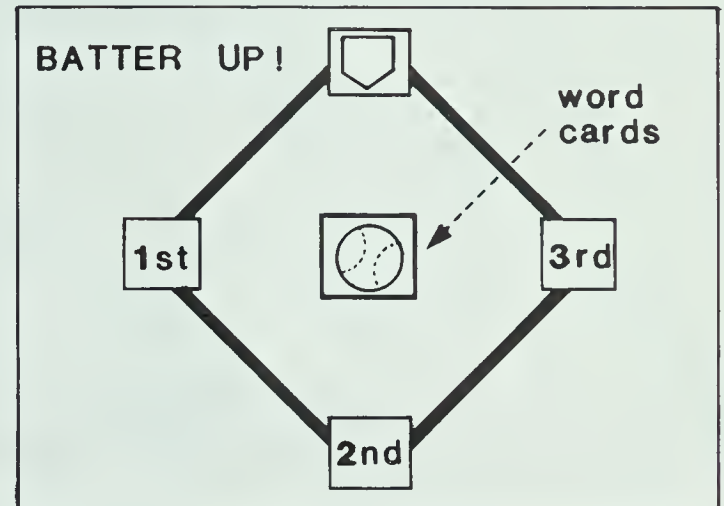
Recognizing the number of syllables in words

Number of Players

Two to Four

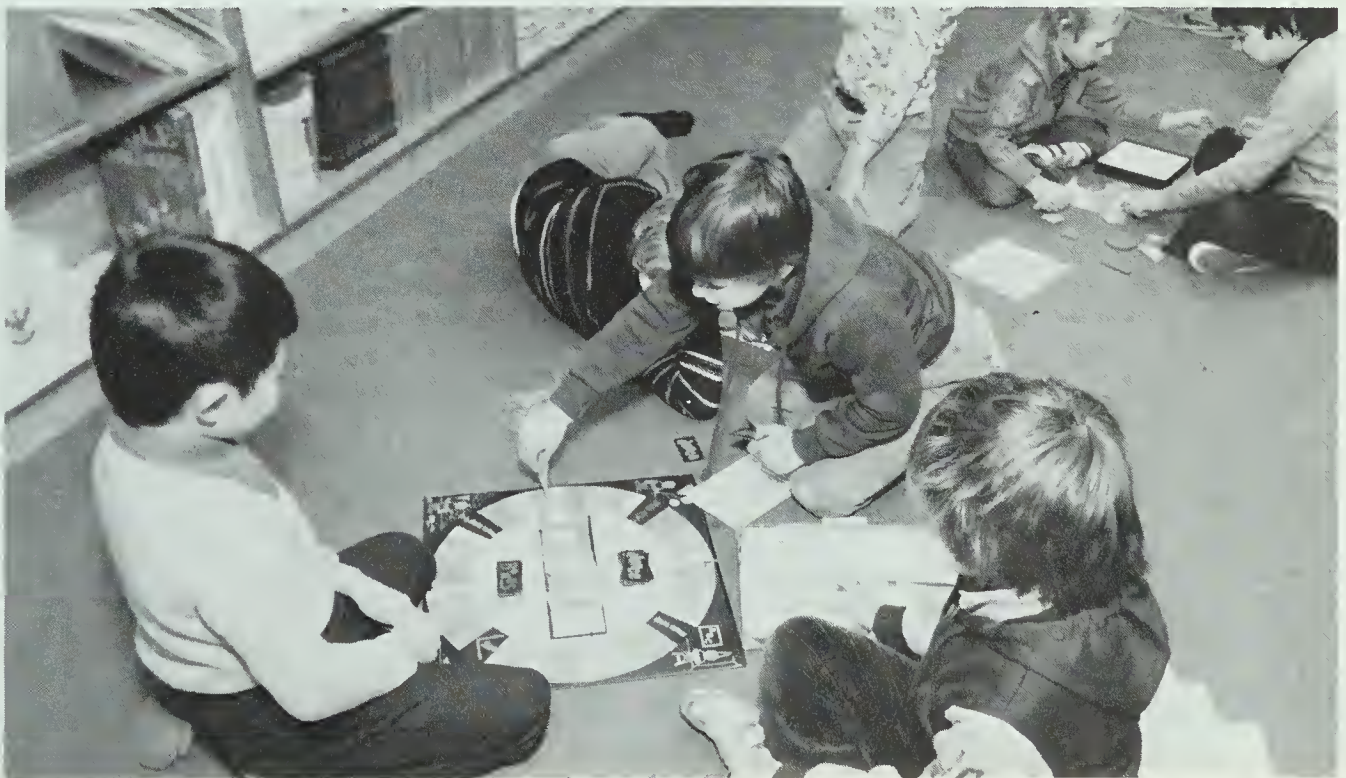
Materials Needed

One "Batter Up" board
One place marker per player
One score card per player
One set of baseball-shaped cards with words such as *reward*, *officer*, *neighborhood*, *nectarine*, *rudeness*, *unnatural*, *likely*, *questionable*, *memorize*



Procedure

The children take turns being "batter." Each player takes a turn by taking a card from the pitcher's mound, reading the word on the card, and telling the number of syllables in the word. If the player is correct, she or he moves the place marker forward the number of bases that corresponds to the number of syllables in the word. The player remains on this base until her or his next turn. Each time a player passes the home plate, a check mark is placed on her or his score card. If the player is incorrect, she or he is out and returns to home plate for the next turn. Each player takes nine turns in all. The winner is the player with the most home runs.



Review: Evaluation

COMPREHENSION

Summarizing stories
Evaluating stories
Recalling story details

INTEGRATIVE OPTIONS

DECODING SKILLS

Reviewing new words, using definition clues
Reviewing new words, using context clues
Reviewing new words, using synonyms and antonyms
Reviewing the phoneme-grapheme correspondences /ch/**ch**, /k/**ch**, /sh/**ch**
Reviewing the phoneme-grapheme correspondences /f/**f**, /f/**ff**, /f/**gh**, /f/**ph**
Reviewing the suffix *ish*
Reviewing dividing words into syllables
Reviewing phoneme-grapheme correspondences and graphemic bases to spelling words
Reviewing the spelling of spelling words

LANGUAGE DEVELOPMENT

Completing, recognizing, and identifying incomplete sentences
Matching sentence beginnings and endings
Producing, recognizing, and identifying kinds of sentences
Producing, sentences from given parts of speech; recognizing and identifying subjects, predicates, adverbs, and adjectives
Capitalizing and punctuating sentences
Producing, recognizing, and identifying alphabetic sequence

WRITING

Reviewing letters; practicing words and sentences
Developing interesting story details
Writing stories suggested by paintings
Sharing writing

INDEPENDENT ACTIVITIES

See the *Mr. Mugs Book*
See the *Spirit Duplication Masters / Self-Help Activities*

ALTERNATIVE STRATEGIES

Recognizing and identifying new words
Recognizing and identifying suffixes *ous*, *able*, *ish*
Recognizing and identifying spelling words

Literary Appreciation**

Reviewing story plots; characters

Listening**

Listening to identify phoneme-grapheme correspondences /ch/**ch**, /k/**ch**, /sh/**ch**, /f/**f**, /f/**ff**, /f/**gh**, /f/**ph**

COMPREHENSION

Objectives

Summarizing stories
Evaluating stories
Recalling story details

*Summarizing
stories*

Developing Comprehension, Research, and Listening Skills Review

Literal Comprehension. Have the children turn to the table of contents and look at the titles of the stories in this reader. Ask them to recall the various plots, characters, and so on. Write the following headings on the board or on a chart, and fill in the missing information after the children have discussed each story. The results may be somewhat as follows:

The Story	The Main Characters	The Main Idea
The Secret Life of Mr. Mugs	Mr. Mugs Curt's family Mr. Higgins	Mr. Mugs was having a fine time living and eating in two houses (one during the day, the other during the night) until he got lost and his secret life was discovered.
The Mystery of No. 30	Sal Nicola the robber the police Sal's mother Mr. Stone	Sal pretends that he is a detective and helps the police to catch a robber.
The Quitting Deal	Jennifer Jennifer's mother Jennifer's father	Jennifer and her mother try to help one another break their habits of smoking and thumb-sucking.
Billy's Award	Billy Mark Bill Billy's father	Billy wants to run away because he can't read, but he ends up saving a man's life and solving his problem.
The Magic Listening Cap	the old man the god the crows a wealthy man and his wife the trees	A magic listening cap helps an old man save the life of a camphor tree and a wealthy man.

*Evaluating
stories*

Critical Comprehension. Ask the children to tell the stories they like best in Book Three in order of first, second, and third choice. Then have them tell why they liked the one they indicated as first choice.

They could also identify themselves with one of the characters in the book and tell why they would want to be that person.

Literal Comprehension. Have the children tell in which story each of the following items played an important part, and explain why each was important in the story.

a red cap
candies
a dog collar
a calf
a red sticker
two crows

a fire
a licence plate number
a guest house
the waterfront
some stones
cigarettes

DECODING SKILLS

Objectives

Reviewing new words, using definition clues
Reviewing new words, using context clues
Reviewing new words, using synonyms and antonyms
Reviewing the phoneme-grapheme correspondences /ch/**ch**, /k/**ch**, /sh/**ch**
Reviewing the phoneme-grapheme correspondences /f/**f**, /f/**ff**, /f/**gh**, /f/**ph**
Reviewing the suffix *ish*
Reviewing dividing words into syllables
Reviewing phoneme-grapheme correspondences and graphemic bases to spelling words
Reviewing the spelling of spelling words

Materials Needed

Duplicated worksheets for the Word-Meaning exercises (optional)
Signs and word cards for the exercise on the /ch/**ch**, /k/**ch**, /sh/**ch** correspondences
Lined worksheets for the spelling activity
Spelling notebooks

Word Meaning Review

Duplicate the following exercise and distribute copies to the pupils for independent use.
Read each sentence. Choose the word following the sentence that belongs in it. Write the word on the line.

1. Young cows and bulls are called _____. calls calves coughs
2. If you can't stand something, it's _____. unbearable unusual unbeatable
3. A glass that makes things look bigger than they are is a _____ glass. mystery looking magnifying
4. A certain amount of spending money given every week is an _____. allowance algae attention
5. A box, a can, or a jar used to hold something is a _____. compass container collection
6. Another word for *damp* is _____. movie moist newt
7. Burned pieces of wood or coal are called _____. supplies cleaners cinders
8. If something is making a low, humming sound, it is _____. drowning droning dropping

Duplicate the exercise below and distribute copies for independent work.
Read each sentence and the words following it. Choose the word that belongs in the sentence and write it on the line.

1. Playing ball and skating are my favorite _____. areas actors activities
2. Dad bought a larger _____ for our goldfish. aquarium award allowance
3. A _____ dancer dances on her toes. balcony balloon ballet
4. The wicked witch cast an _____ on the princess. extra gift evil spell easy life
5. It is interesting to _____ the ways of small creatures. offer observe obey
6. He took his _____ to the shrine of his guardian god. offering often obedience
7. The leaves were _____ in the gentle breeze. rushing rusty rustling
8. The police _____ arrested the thief. salamander sergeant urgent

Reviewing
new words;
using
synonyms and
antonyms

Duplicate the exercise below and distribute copies to the pupils for independent work. Direct the pupils to read each pair of words. If the two words have the same, or almost the same, meaning, they are to write **S** on the line between them. If the two words have opposite meanings, they are to write **O**.

ache _____ pain	comforting _____ unbearable
natural _____ unnatural	honest _____ truthful
doubtfully _____ certainly	separate _____ together
cure _____ kill	experience _____ practice
shadowing _____ trailing	moist _____ dry
evil _____ good	identify _____ recognize

If preferred, any or all of the above exercises may be written on the board and the responses given orally.

Phonemic Analysis Review

Reviewing
correspondences
/ch/ch, /k/ch,
/sh/ch

Make three large signs with the words *Chair*, *Christmas* and *Chinook* on them. Tack them up in a convenient place, about one metre apart.

Make word cards for words containing the /ch/**ch**, /k/**ch**, /sh/**ch** correspondences. There should be a card for each pupil. Some suggested words are

reach	ache	chef
marching	echo	mustache
chariot	school	machine
chalk	stomach	chute
hitch	Chris	chateau
champion	Enoch	chauffeur

Mix the cards up and place them face down on a desk or table. Let the pupils take turns drawing a card and pronouncing the word on it. If the word contains **ch** as in *chair*, the pupil will go and stand in front of the *Chair* sign. If the word contains **ch** as in *Christmas*, the pupils will go to the *Christmas* sign. If the word contains **ch** as in *Chinook*, the pupil will go to the *Chinook* sign. Direct the pupils to form lines in front of their respective signs. If a pupil cannot recognize the word on the card, or does not pronounce the word correctly, he or she must return to his or her seat. When all the cards have been drawn, the children in the longest line are the winners.

Write the following sentences on the board.

1. We laughed at that funny photo of Fred.
2. Don't forget to use camphor to help that cough.
3. I could hear my nephew's laughter over the phone.
4. The elephant was strong enough to lift the heavy furniture.
5. The orphan scuffed his shoes on the rough stones.
6. My jaws felt stiff after chewing that tough meat.

Have each sentence read aloud. Call on pupils to identify every word that has the /f/ sound in it and name the letter or letters that stand for the sound.

Structural Analysis Review

Reviewing the
suffix *ish*

Write the following sentences on the board.

1. The reddish-orange lamp cast a warm glow.
2. The boy had a sheepish grin as he told a foolish joke.
3. The English girl smiled as she opened the parcel.
4. The greenish-yellow drapes made the whole room look different.
5. The selfish man paid no attention to the cry for help.
6. The new soap did an excellent job to the grayish-white dress.

Have each sentence read aloud. Call upon pupils to identify each word with the suffix *ish* and name and spell the root word.

Syllabication Review

*Reviewing
dividing words
into syllables*

Write the following words on the board.

dishonest	cinders	salamander	observe	aquarium
supplies	sighing	warehouses	catnip	clever
weather	area	unbearable	evil	doubtful
licence	award	allowance	ballet	rustle

Call upon pupils to tell where each word should be divided into syllables and explain why it should be divided in that way.

Spelling Review

*Reviewing
spelling words;
words formed on
graphemic base
one*

Distribute lined worksheets. Dictate the following words for the pupils to write on their worksheets. The words should be presented in sentences such as these:

1. That flowering bush blooms in the spring. bush
2. We walked farther than we meant to. farther
3. Do you have to take a bus to school? school
4. What do you take to cure a cold? cure
5. Jenny couldn't quit sucking her thumb. quit
6. Kevin hit his thumb with the hammer. thumb
7. The farmer painted the barn red. barn
8. The cow took good care of her calf. calf
9. Billy and John slept in a tent. slept
10. Let's pretend we're ballet dancers. pretend
11. The children wanted to explore the cave. explore
12. Maria gave her father a tape deck for Father's Day. tape
13. Tony is learning to do magic tricks. magic
14. We admire people who are honest. honest
15. Some people thought the empty house was haunted. empty
16. Tina wants to be a movie star when she grows up. movie
17. Sal and Nicola practiced shadowing people. shadowing
18. Is a metal container stronger than a plastic one? metal
19. Sara wants a chocolate ice-cream cone. cone
20. You can see a long way from the top of that tower. tower
21. Mr. Mugs buried his bone in the garden. bone
22. The power was off for an hour during the storm. power

If a pupil misspells a word, have her or him enter it in the list of difficult words in her or his spelling notebook. If any misspelled words are words that have already been entered in a pupil's list of difficult words, suggest that that pupil review his or her difficult words more often.

LANGUAGE DEVELOPMENT

Objectives

Completing, recognizing, and identifying incomplete sentences

Matching sentences beginnings and endings

Producing, recognizing, and identifying kinds of sentences

Producing sentences from given parts of speech; recognizing and identifying subjects, predicates, adverbs, and adjectives

Capitalizing and punctuating sentences

Producing, recognizing, and identifying alphabetic sequence

Materials Needed

Duplicated worksheets
Lined papers or pupil notebooks
Colored chalks

Sentence Building

*Completing,
recognizing, and
identifying
incomplete
sentences*

Write the following complete and incomplete sentences on the chalkboard.

1. Went quickly.
2. Mr. Higgins reached the station first.
3. The first thing Jennifer and her Mommy decided.
4. Tell the bus driver I'm not going to school today.
5. The two crows.
6. When Sal came down the street.
7. Are the stones?
8. On Saturday morning.

Ask a child to read the first sentence aloud while the others read it silently. Have the pupils decide whether the sentence is finished or unfinished. Encourage the pupils to explain in their own words how they know whether the sentence is finished or unfinished.

Continue in a similar manner with the rest of the sentences on the chalkboard. Then have the pupils complete the unfinished sentences orally.

Write the following exercise on the chalkboard, or duplicate copies and distribute them to the pupils.

Have the children read each sentence beginning on the left and find the sentence ending on the right that goes with it. Direct them to write the correct number beside the sentence ending.

After the exercise is finished, have the children take turns reading aloud the completed sentences.

*Matching
sentence beginnings
and endings*

- | | |
|------------------------------------|-------------------------------------|
| 1. Just then the man | to help each other. |
| 2. Nicola and Sal saw the sergeant | passed close to Sal's hiding place. |
| 3. If they don't dig up the tree, | Mr. Mugs' secret life. |
| 4. The smoke made | the spell will be broken. |
| 5. Mommy and Jennifer decided | Billy's eyes sting. |
| 6. No one knew about | when they reached the station. |

Write the following sentences on the chalkboard and have the pupils read them silently and aloud. Direct the children to copy each sentence on their papers and put the correct punctuation mark at the end. If the sentence is a telling sentence, have them write a T after it; if it is a question, have them write a Q after it; if it is a command sentence, have them write a C; if it is an exclamation, have them write an E.

1. Come to breakfast, Mr. Mugs
2. Mommy ate crackers and peanuts
3. Why did Billy want to run away
4. There's a great movie playing downtown
5. The trees of the garden whispered gently
6. Be careful when you cross the street
7. We're so excited about going to see the parade

*Producing,
recognizing, and
identifying kinds
of sentences*

*Producing
sentences from
given nouns, verb,
adverbs, or
adjectives*

Write the following words on the chalkboard.

1. barn
2. fell asleep
3. nervously
4. bravely
5. chicken
6. laughed
7. beautiful

Refer to each word in turn and have the pupils tell whether it is a “name word” (or noun); a “doing word” (or verb); a word that tells *how* about the “doing word” (or adverb); a word that gives more information about or describes a “name word” (or adjective). Then have the children expand each word or phrase to make a finished sentence. The exercise may be done orally or the children may write the sentences on their papers. If the pupils write the exercise, have them read their finished sentences aloud.

*Recognizing and
identifying subjects,
predicates, adverbs,
and adjectives*

Write the following sentences on the chalkboard and have the pupils read them silently and aloud.

1. Sal ran quickly.
2. The huge lion roared loudly.
3. A strong wind blew fiercely.
4. Jessica ate the delicious hamburger hungrily.

In each sentence, have the pupils find the “doing part” and draw two lines under it with colored chalk. Then have them draw one line under the “name part” with chalk of a different color. Ask the children to identify the word that tells *how* about the “doing part” and draw a circle around it. Then have them find a word that gives more information about a “name word” and draw a box around it.

*Capitalizing and
punctuating
sentences*

Write the following sentences on the chalkboard. Have the children add the necessary capitalization and punctuation; or have the pupils copy the sentences on their papers, adding the capitalization and punctuation as they do so. The exercise may be done in two stages.

1. sal nicola jerome curt and frank were playing marbles
2. my uncle lives in manitoba where does your uncle live
3. nicolas mother took nicola and emma to toronto to see the air show it was so exciting look here come five big jets shouted emma
4. dr harveys new home is on mountain ave he will move there on the first wed in july he lived on patrick rd before
6. after you have your bath water the garden then you can watch tv
7. weve read books about bears raccoons camels dinosaurs sheep and blue whales many years ago there were dinosaurs in canada
8. the story was called the czar and the knight the knight was called sir egbert mrs clifford read the story on valentines day
9. after you clean the fish fry them on the stove

Dictionary Skills

Write the following groups of words on the chalkboard and have the pupils copy them on their papers in correct alphabetical order.

1. nest neighbor new near next neck
2. hero dance heavy school scarf help only hen
3. wings wife witch wish will

*Producing,
recognizing, and
identifying
alphabetic
sequence*

WRITING

Objectives

Reviewing letters; practicing words and sentences
Developing interesting story details
Writing stories suggested by paintings
Sharing writing

Materials Needed

Handwriting notebooks

Lined paper and/or Personal Writing notebooks

Directed and Personal Writing selections

Paints, paper for painting

Handwriting

*Reviewing letters;
practicing words
and sentences*

Review the letters that have been taught in this part of the program: *P, R, B, L, T, S, F,* and *G*. Have the pupils write a line of each letter and check carefully to see whether they are making the formations correctly. If necessary, repeat the pertinent portions of the demonstration and practice procedure suggested at the beginning of the guidebook. If some children are having difficulty forming other capital letters, have them practice the letters at this time also.

Have the pupils practice the following words and sentences.

Billy and Frank

Sergeant Degeer

August Fair 4-H

Mrs. Grace Rivers

Detective No. 1235 and No. 97801

The Magic Listening Cop

"There it is!" exclaimed Paul

Reggie lives in a two-story

house on Sol's street

Written work in other subject areas should be diagnosed to obtain material for writing practice lessons and to determine what individual help is necessary.

Directed Writing

Write the following story on the chalkboard and have the children read it silently and aloud.

Billy, Jenny, and Dad were camping in the woods.

There was a fire.

The trees were on fire so Dad, Jenny, and Billy rowed across the stream.

Then they were safe.

Ask the children whether they think this story is interesting or exciting. Then have the pupils discuss the reasons why the story is not exciting. Encourage the children to suggest some interesting details and some descriptive words such as making the appearance of the fire and the burning trees more vivid. Discuss with the group how Billy, Jenny, and Dad might have first noticed the fire, when they noticed it, and how they felt. Have them describe orally how Dad and the children might have felt as they were rowing away from the fire, how hard it was to row while feeling worried or frightened, and how they felt when they reached safety.

After the discussion, have the pupils rewrite the paragraphs so that they will tell an exciting story. Have them compose a title for the story.

Creative Writing

Have the children choose some Personal Writing selections they have composed recently and share them with the group. Let them prepare some of their stories for reading to a Kindergarten or Grade One class.

INDEPENDENT ACTIVITIES

See the **Mr. Mugs Book**

See the **Spirit Duplication Masters/Self-Help Activities**

ALTERNATIVE STRATEGIES

Objectives

Recognizing and identifying new words

Recognizing and identifying suffixes *ous*, *able*, *ish*

Recognizing and identifying spelling words

The Big Race

Objective

Recognizing and identifying new words

Number of Players

Two to Four

Materials Needed

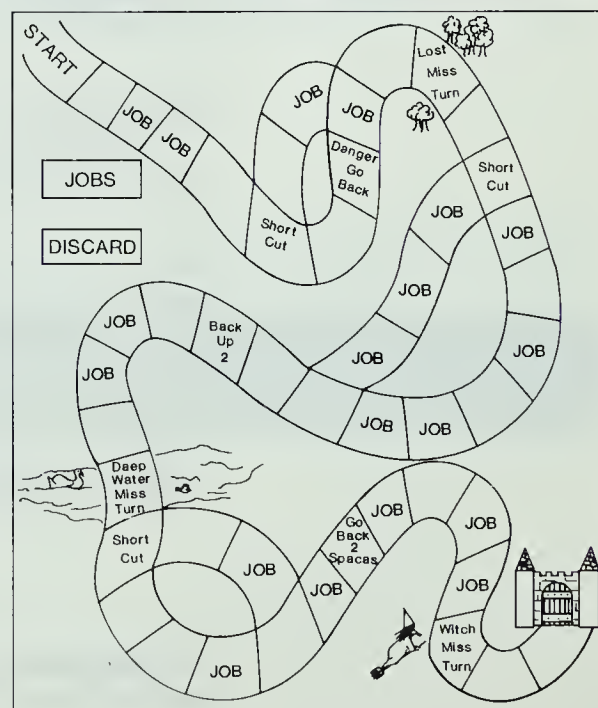
One "The Big Race" board

One place marker per player

One dice

Decoding Skills:

Word Meaning



One set of cards with new words such as *warehouse, ached, cough, cure, allowance, award, experience, natural, container, honest, rustle, identify, licence, mystery*

Procedure

The word cards are shuffled and placed face down on the large “Jobs” square. The players roll the dice in turn to reach the castle. If a player lands on a “job” square, he or she takes a card, reads the word on it, and uses the word in a sentence. The card is then placed in the discard pile. If the player cannot read the word or use it correctly in a sentence, the card is returned to the bottom of the “Jobs” pile and the player loses a turn. The winner is the first player to reach the castle.

Fishy Finds

Objective

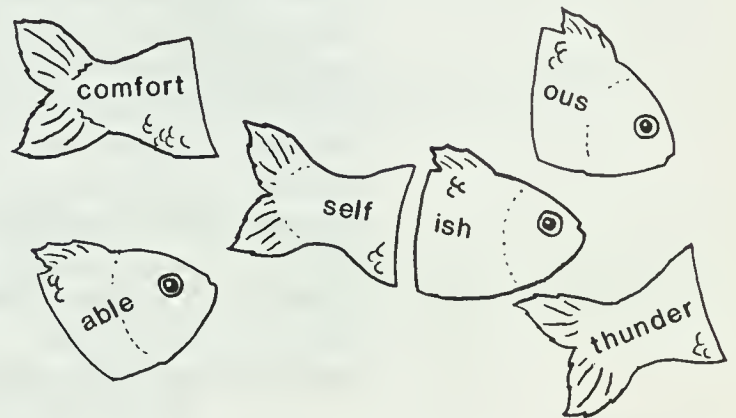
Recognizing and identifying suffixes *ous, able, ish*

Number of Players

One to Five

Materials Needed

A set of fish-shaped cards, each cut into two sections; each section contains a word part such as *comfort, able, self, ish, thunder, ous*



Procedure

One of the players spreads all the word cards face down at random. The players take turns choosing two word cards and try to form a word with the cards chosen. The player keeps any word cards that form a word and discards those that do not. The player with the most words formed at the end of the game is the winner. As an alternative, the game can also be played with the card parts facing up.

Sir Spell-Out

Objective

Recognizing and identifying spelling words

Number of Players

Five or more

Materials Needed

Large sheets of lined paper and felt markers

A set of cards containing spelling words such as *bush, farther, school, cure, quit, thumb, barn, calf, slept, magic, honest, empty, metal, movie, shadow*

Procedure

The cards are placed in a container such as a jar, box, or bag. One player is chosen to be “Sir Spell-Out” and the remaining players are divided into two teams. “Sir Spell-Out” draws one word card and reads the word aloud. The first player of each team writes the word on the team’s large sheet of paper. The first team to correctly spell the word wins a point. After ten turns, “Sir Spell-Out” chooses a new “Sir Spell-Out” from the winning team.

Decoding Skills:
Structural Analysis

Decoding Skills:
Spelling

Index of Comprehension, Research, and Listening Skills

The development of comprehension skills occurs in all strands. However, page numbers for comprehension skills below refer only to the *Comprehension* strand and to the Environmental Studies lesson plans. Research skills are drawn from the *Comprehension* and *Integrative Options* strands and from the Environmental Studies lesson plans. Listening skills are indexed as they occur in all strands.

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